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ABSTRACT

A study done for the National Community Education Advisory Council to assess programs funded under the Community Schools Act is presented in an introduction and three parts. Study goals, as defined in the introduction, are to describe the organization and operation of community education projects of local educational agencies, state educational agencies, and institutions of higher education and to evaluate their impact at the local, state, and university levels. Part I, chapters 2-7, describes the study methodology and procedures. Chapter 7, for example, poses four research questions; and the goals, techniques, and methods used to respond to the questions are detailed. For instance, the question "How might community education projects be typologized?" is examined using descriptive, qualitative, and multivariate analytic techniques. Part II, chapters 8-13, describes and assesses refunded projects. For example, chapter 9 details refunded state educational agency projects with the inclusion of an overview, project setting, inputs, operations, types, and a summary. The state project results are discussed in chapter 10. Part III contains technical appendixes which include a list of major and related study questions; tables summarizing major analytic results; and copies of data collection instruments. There are sixty-five exhibits dispersed throughout the study. (CSS)

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ED159459

An Evaluation of the Community Education Program

The Technical Supplement

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
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PREFACE

This study was conducted for the National Community Education Advisory Council. In 1976 the Council directed the staff of the Community Education Program within the U.S. Office of Education to coordinate an assessment of programs funded under the Community Schools Act. Judging that objectivity would be enhanced, the Community Education Program staff arranged with the Office of Planning, Budget and Evaluation (OPBE) within the Office of Education to assume direction of the study. OPBE agreed and contributed additional financial support. After a competitive procurement process, in May 1977 Development Associates of Arlington, Virginia, was awarded the contract to design and implement the study.

Thus, while the study was performed by Development Associates (DA) under a contractual relationship with OPBE, the Community Education Advisory Council and the Community Education Program staff were instrumental in its conception and provided invaluable assistance throughout. On three occasions, the DA study director met with the full Council to discuss the progress of the study. The primary liaison with the Council, however, was through council member Dr. Robert Gilberts, Dean of the College of Education at the University of Oregon. Outside regular Council meetings, Dr. Gilberts met with the study team specifically to review the proposed design and to coordinate the Council's response to earlier versions of this final report.

In addition to Dr. Gilberts, DA acknowledges the invaluable assistance of Wendy Harris, Paul Messier, and Robert Maroney of OPBE and Bernie O'Hayre and Paul Tremper of the Community Education Program. Also of major importance to the study was the assistance provided by three leading community educators, Drs. George Wood, David Santellanes, and Keith Rogers who were influential in the study design phase, the development of 12 specifically designed questionnaires, and generally throughout all major conceptual facets of the undertaking. Dr. Wood is affiliated with the Institute for Community Education Development, Ball State University; Dr. Santellanes with the Northwest Community Education Development Center, University of Oregon; and Dr. Rogers with the Rocky Mountain Center for Community Education, Brigham Young University.

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CHAPTER 1. INTRODUCTION

A. Background and Purpose of the Study

Community education, while not a recent phenomenon,* was given a new impetus through the passage by Congress of the Community Schools Act as part of the Educational Amendments of 1974. The Community Schools Act defines community education as

> "a program in which a public building, including but not limited to a public elementary or secondary school or community or junior college, is used as a community center operated in conjunction with other groups in the community, community organizations, and local governmental agencies, to provide educational, recreational, cultural, and other related community services for the community that center serves in accordance with the needs, interests, and concerns of that community."

Responsibility for implementing the Act is vested in the Community Education Program (CEP), an administrative unit within the U.S. Office of Education. Under the legislation, discretionary grants are made to local education agencies (LEA's) to initiate, expand or maintain local community education programs. Grants are also made to state education agencies (SEA's) to provide developmental and technical assistance to local community education programs, and to institutions of higher education (IHE's) to provide short-term training programs to leaders in the field. The Community Schools Act is demonstration in nature, and grants under the program are usually small** and are utilized primarily to pay for the leadership costs of developing and administering a program.

The Community Schools Act provided for appointing a national Community Education Advisory Council which, among other prescribed duties, is to establish an evaluation system and report to Congress annually. In partial fulfillment of this mandate, this assessment of federally funded projects was authorized. As initially set forth, the goals of the study were to:

- Describe the organization and operation of LEA, SEA and IHE projects; and
- Evaluate the impact of the projects at the local, state and university levels.

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*As a concept community education has been advocated for over 40 years, and the C.S. Mott Foundation has provided several million dollars a year of support for more than two decades.

**Across the three types of projects, the average (mean) grant in FY-76 was $33,050; in FY-77 it was $39,537.

In May 1977, following a competitive procurement process, Development Associates, Inc., began the design and implementation of the assessment. After a survey of literature, leaders in the fields and federal policymakers and administrators, study plans and procedures were designed by Development Associates.

Plans were made such that the results would be useful to Congress as it considered future community education legislation and to administrators as they planned and managed program activities. A summative assessment of impacts was particularly desired as input into the legislative process, and formative information relating impacts to project characteristics and assessing federal program practices and policies was of special interest at the operating level. Information on projects which received funds only in the first year of the program (i.e., 1976 but not in 1977) was desired because it related directly to a recurring debate over whether policy should be changed to permit multi-year grants or, at least, to treat previously funded projects separately.

B. Role of This Volume

This volume is intended as a supplement to the first volume of the final study report. While that volume provided an overview of findings and conclusions regarding all major areas addressed, this provides more detailed information on selected topics.

The level of detail presented is intended to provide persons with a particular interest in any or all of the three major program areas (i.e., IHE's, SEA's, and LEA's) with more specific descriptions of project processes and results than were appropriate in the summary volume.

This volume also is intended to serve as an account of what was performed so that the study can be replicated, extended or meta-evaluated if useful to do so. The study dealt with a fairly large and diverse number of related study questions which were addressed by contacting a number of types of respondents at three sets of project sites (IHE's, SEA's, and LEA's), using a variety of data collection instruments and several modes of data collection. To appreciate how these facets were integrated to form an evaluation strategy which yielded both descriptive and statistical findings requires a fairly full presentation of the methodology, which has been done here.

C. Scope of This Volume

This volume contains specific descriptive and analytic findings from the surveys of IHE, SEA and LEA projects, and a description of the overall method and procedures used. For ease of presentation, it is divided into three sections. Part I of this volume presents a description of study methodology and procedures. More specifically, it deals with:

- conceptual underpinnings of the study and major and related study questions;
- data collection approaches and data sources utilized;
- purposive and probability sampling approaches used;
- scope of the data collection instrument style and content;
- data collection procedures and data management techniques; and
- analytic methodologies chosen, how conceptual/analytic issues were resolved, and key results (which were mentioned in other volumes).

Part II contains the findings from the survey of the three sets of projects. One chapter is devoted to the IHE projects and two chapters each are devoted to SEA and LEA projects. Because of their small number and relative uniqueness, less information was gathered and fewer analyses performed with respect to the IHE's than the other two types of projects. This section begins with a very brief overview of the study methods described in detail in Part I, and concludes with a chapter summarizing study limitations and considerations for the future.

Part III contains several technical appendices. These include: a list of major and related study questions; tables summarizing major analytic results; and copies of data collection instruments.

PART I

STUDY METHOD AND PROCEDURES

CHAPTER 2. CONCEPTUAL FRAMEWORK

The conceptual underpinnings for the evaluation arose from two major sources:

- discussions with leaders in the field and observers of the community education movement, and
- a crystallization of the more salient identified issues into a model of community education patterned on Stufflebeam's Context-Input-Process-Produce evaluation categories.*

Since the suitability of the methodological approach has to be based on the validity and soundness of the issues addressed, a failry extensive description of these issues is presented here, as the starting point for describing the evaluation study design.

A. Discussions with Those in the Field

During June and early July 1977, discussions were held with leaders and knowledgeable observers in the field of community education. Some of the discussions were in person and others by telephone, and all focused on securing information and insights which would aid in the development of the study design. More specifically, the discussions were to:

- assist in the formulation of major and subsidiary questions which would be of value to various potential users of the study;
- assist in the specification of appropriate project outcome measures to be used in analyzing project impacts and costs; and
- assist in the development of data collection instruments and data gathering procedures.

It should be noted that such a process of interaction with practitioners, leaders and observers in the field has not always been done at the outset of conducting an evaluation study. It was deliberately done here, however, to maximize the quality of the above-mentioned project activities and to stimulate cooperation and interest in the study.

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* Stufflebeam, Daniel and others (Phi Delta Kappa National Study Committee on Evaluation). Educational Evaluation and Decision-Makers, Itasea, Ill., S.E. Peacock Publishers, Inc.,1971.

These discussions were preceded by sessions with USOE staff and an initial literature review. From this process it was decided that discussions should be with persons representing six general types of potential study users, and a list of names to be contacted emerged. To structure the discussions and facilitate recording and assessment of the information obtained, a common discussion and reporting format was used by the study staff. Discussions were held with a total of 21 persons in six categories: legislators/legislative aides; Community Education Advisory Council members; leaders/observers of the field; IHE personnel; SEA personnel; and LEA personnel.

Each respondent was asked to comment on what they considered to be the major problems or issues facing the community education movement today, and each responded at some length in this area. Across the 21 people, six major issues emerged. Briefly, these are:

- Definitional problems -- there is no consensus regarding the definition of community education, and its concepts and goals. This causes some confusion among practitioners and theoreticians and contributes to difficulties in training personnel and planning and assessing projects.
- Lack of qualified leaders -- there is a need at the state and local levels for more leaders with an understanding of and training in community education; some respondents indicated there was a need for certification of community educators.
- Overspecialization -- several respondents were concerned that much of the existing community education leadership is overtrained in community education and lacking in broader training and commitment relevant to the local communities which they serve.
- Overemphasis on school-based models -- several respondents indicated that there was a need to assist in the development of non-school based models for community education; all but three of the federal grants at the local level were made to school districts, and some felt there was a need for greater diversity.
- Need for qualitative measures of impact -- most existing attempts at evaluation have focused either on describing program processes or counting numbers of participants; most respondents indicated there was a need to develop qualitative measures of project impacts.
- Lack of legislative awareness -- most respondents indicated that there was a lack of legislative understanding and support for community education at the state and local levels and that increasing this awareness should be a priority concern of community educators.

In addition, all of the respondents made comments and suggestions in the area of including certain topics in the study. Some suggestions were more general than others, and the suggestions varied as to what aspect of community education projects should be investigated. Most broadly, as two legislative aides put it, the study of federally-funded projects should describe "what they look like and what they do."

Most comments, however, were more specific, focusing on what the respondent thought was most important in describing and/or evaluating community education projects. Generally, comments about study topics could be classified into those relating to project context, inputs, processes, and impacts (i.e., if one uses the evaluation strategy categories of Stufflebeam).

More specifically, comments regarding the projects' context emphasized the importance of identifying community education related activities which were in existence prior to federal funding. Some grants were made to LEA's which had engaged in substantial community education efforts prior to the award of federal funds. The study should, therefore, differentiate between these activities and their outcomes and those which can be attributed to the federally supported efforts.

Comments regarding inputs emphasized the importance of establishing the extent of non-federal contributions to the community education effort. Particularly emphasized were: the relationship between federal and non-federal funds, funds and technical assistance provided from outside the grant-receiving organization, and grantee policies and procedures which enhanced or constrained implementation of project activities.

Process factors which were emphasized included the characteristics and roles of project staff, advisory boards and councils, staff of cooperating agencies/organizations, and the involvement of community volunteers and service recipients. Also emphasized were the organizational location of the project within the grantees' administrative structures, the administrative procedures followed, and the extent and nature of such basic community education activities as needs assessments, delivery of educational services, and project evaluations.

The area of project impacts received the greatest comment, with all focusing on impacts of LEA's and SEA's. Of primary concern at the LEA level were the:

- Range of community members served -- particularly the percent of population, and the inclusion of such special sub-populations as the elderly, the handicapped, pre-schoolers, and members of the full spectrum of ethnic and income groups;

- Extent of interagency awareness and cooperation -- particularly the extent of awareness of community education among local agencies, the extent of shared planning and resource utilization between the school system and other community agencies, and the improvement in the quality and/or quantity of services delivered by schools and other agencies as a result of their cooperation.

- Extent of citizen involvement -- particularly the extent of citizen involvement in school decision-making processes and the decision-making processes of other community agencies.

- Attitudes and behavior of school staff toward the community and the community with respect to the schools -- particularly, the extent to which school personnel involved themselves in community activities and the extent to which community support for schools was manifested in terms of reduced vandalism, and fiscal and political support.

At the SEA level, the specific areas of interest with respect to impacts were:

- changes in state legislation;

- extent of training and assistance offered by the SEA;

- types of training and assistance recipients;

- changes in the quantity of community education training and support materials; and

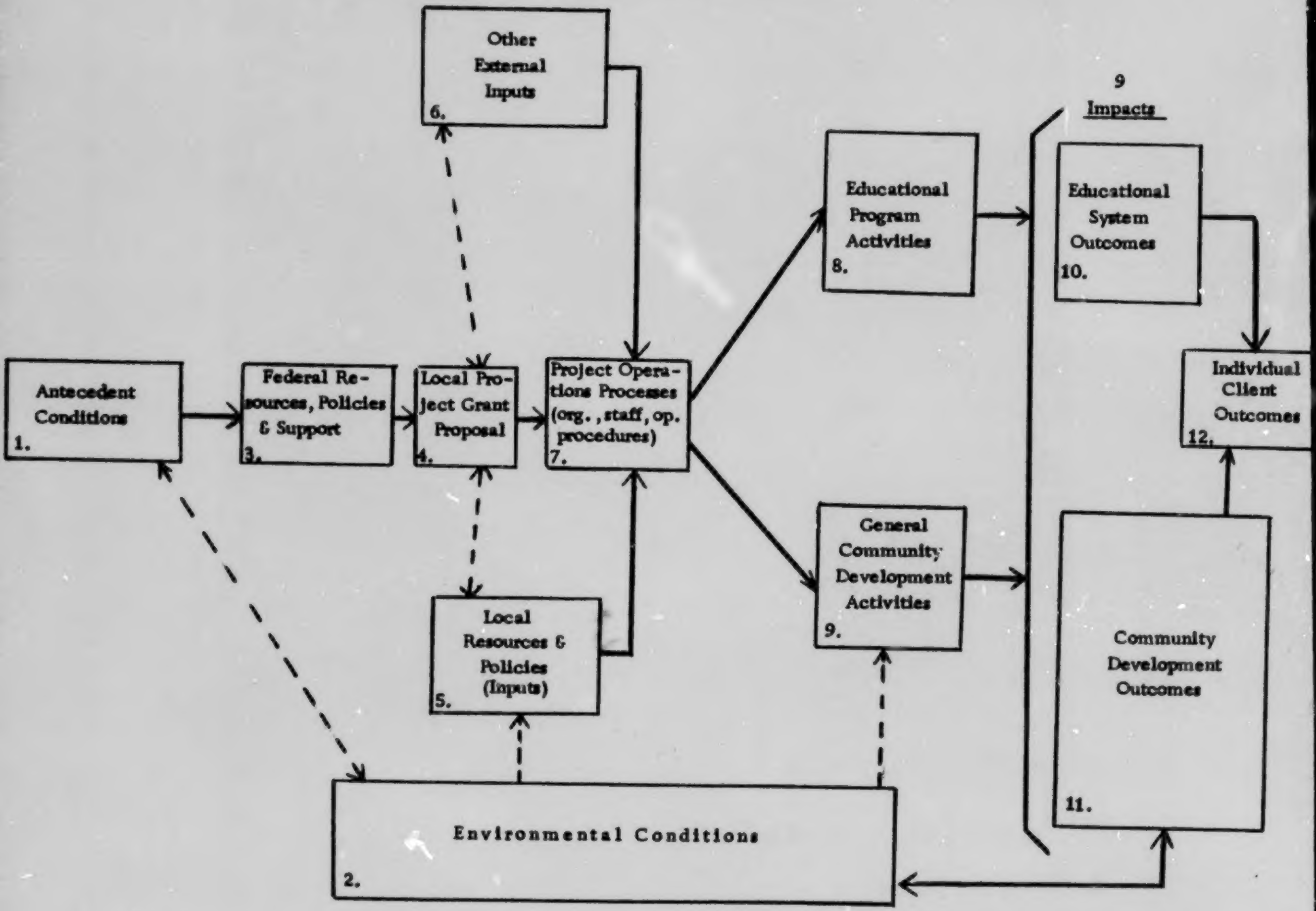
- increased awareness of community education and cooperation both within the SEA and other state agencies.

Having obtained an indepth understanding of the issues to be dealt with, the next step was to cast these and related factors into a conceptual framework. This framework served as a conceptual guide throughout the entire study design phase. From it flowed specific decisions regarding the type of data to be collected, analytic relationships to be explored, and the underlying scheme for the presentation of findings in this report.

Conceptually, the study was organized around Stuffelbeam's 1971 "Context, Input, Process, and Product" (CIPP) model for program evaluation, and a community education program model developed for this study. A schematic overview of the program model is presented as Exhibit 1. It represents the final version of a conceptual model which was drafted and reviewed with the study consultants and USOE in June and July. After some revision to the framework and the development of a draft set of related study questions and outcome indices, this package of materials

EXHIBIT 1

COMMUNITY EDUCATION PROGRAM MODEL


Other External Inputs
6.
9
Impacts
Educational Program Activities
8.
Educational System Outcomes
10.
Individual Client Outcomes
12.
Antecedent Conditions
1.
Federal Resources, Policies & Support
3.
Local Project Grant Proposal
4.
Project Operations Processes (org., staff, op. procedures)
7.
General Community Development Activities
9.
Local Resources & Policies (Inputs)
5.
Community Development Outcomes
11.
Environmental Conditions
2.

was reviewed with staff at the Mott Foundation in Flint, Michigan, as well as with staff of the National Center for Community Education in Flint, the Center for Community Education Research at the University of Michigan, and other knowledgeable individuals.

The twelve basic elements of this program model may be related to the CIPP framework as follows:

- Context

  1. Antecedent conditions at the project site.
  2. Environmental conditions influencing the project throughout the course of its activity.

- Inputs

  3. Federal funds, policies and support relevant to project operations.
  4. The local project grant proposal, including its substantive content and the process by which it was developed.
  5. Local funds, policies and support relevant to project operations.
  6. Other funds, policies, and support (e.g., from foundations, universities, states, etc.) relevant to project operation.

- Process

  7. Internal project operations (e.g., organization, staffing, training, etc.).
  8. Educational activities provided through the project.
  9. Project activities undertaken for general community development.

- Products (Impacts)

  10. Outcomes to the education system.
  11. Outcomes developing the community system.
  12. Outcomes to individual participant/clients.

Broadly speaking, then, the conceptual model provided a basis for interrelating the above-mentioned types of context, input and process data in order to explain why products were or were not produced. More specifically, the analysis sought to answer major questions which were judged to have policy relevance at the federal, state, and local levels.

Having gained considerable insights into the issues of affecting community education projects and the field per se, and having formulated a conceptual guide for conducting the evaluation, the stage was set for operationalizing these components, and more clearly linking them with the designated target population(s).

B. Scope of Study and Target Population

The first two years (FY 76 and FY 77) of federal funding under the Community Schools Act provided support to the operation of selected projects in institutions of higher education (IHE's), state education agencies (SEA's), and local education agencies (LEA's). Under the Act a total of 93 program grants were made to local school districts, state education agencies, and institutions of higher education in FY 1976. In FY 1977 92 grants were made, 53 of them to programs funded the previous year (58%) and 39 to new projects. Exhibit 2 below provides a summary of the number of projects in fiscal years 1976 and 1977 by the three major funding categories. In total, grant awards were made to 132 projects: 40 only in FY 76; 53 in both FY 76 and FY 77; and 39 for the first time in FY 77.

EXHIBIT 2

NUMBER OF COMMUNITY EDUCATION PROJECTS FUNDED IN FISCAL YEARS 1976 AND 1977 BY TYPE OF SPONSOR

Funding Category of Project or Type of Project Sponsor	No. Funded FY 1976	No. Funded FY 1977	No. Funded 2nd Time	Unduplicated Total No. of Federally Funded Projects
Institutions of Higher Education (IHE's)	13	11	6	18
State Education Agencies (SEA's)	32	33	27	38
Local Education Agencies (LEA's)	48	48	20	76
TOTAL	93	92	53	132

At the broadest level of analysis, then, this study was concerned with two major categories of projects: (a) those which were funded only in FY 76, and (B) those which were funded in both FY 76 and FY 77. On the assumption that project impacts could be assessed adequately only after at least one full year of project operations, the focus of the evalution's attention and resources were placed on those projects refunded in FY 77. Interest in those funded only for FY 76 was limited to determining the extent to which local efforts were continuing without federal funds for the second year.

The evaluation focus also stressed the three types of project sponsors: IHE's, SEA's and LEA's, generally treating these funding categories as separate, with distinctly different foci, project operations and relevant variables. Where useful, IHE's and SEA's had areas of similarity and were treated as such (e.g., a common project director's questionnaire was developed with relevant subsections).

C. Major Research Questions

The conceptual framework also employed a set of major questions. Related to each of these questions were other more specific questions which were addressed in the course of the study. The latter, along with the major study variables and data sources, are presented by major research questions in Part III, as part of the instrument content discussion. Although mentioned elsewhere, the major questions may be more meaningful in the present context, and so are listed below.

The major questions were:

- How might community education projects be typologized?
- What types and levels of impacts are associated with the various types of community education projects?
- What was the impact of federal funding on non-refunded projects?
- What has been the impact of federal policies and procedures and how might they be modified to enhance the effectiveness of community education projects?

One other question was initially part of the study scope. This was: what is the relationship between dollar costs and project types, processes and impacts on the educational system, the community, and individuals? However, project cost data were thoroughly reviewed but were too unreliable to utilize. Thus, the question was excluded from further consideration.

CHAPTER 3. DATA COLLECTION APPROACHES AND DESIGNATED SOURCES.

The study was concerned with the operation of the community education program at the federal, state, local, and university levels. Thus, data were gathered from: (a) all projects which were funded only in FY 76, and (b) projects which were funded in both FY 76 and FY 77. On the assumption that at least slightly more than one full year of project operations would be necessary in order to fairly and accurately assess project impacts (even tentatively), the focus of attention and resources was on those projects refunded in FY 77.

The basic strategy for data collection from both refunded and non-refunded projects was to conduct a mail survey of all projects federally funded in FY 76 and to visit a sample of 20 projects refunded in FY 77. A summary of the relationship between the two funding categories of projects and the basic data collection approaches is presented in Exhibit 3 below.

EXHIBIT 3

Community Education Project Funding Categories by Data Collection Approaches

	Approach	
CATEGORY	MAIL	VISIT
Funded in FY 76 only	Census	None
Funded in both FY 76 and FY 77	Census	Sample of 20

More specifically, study findings are based on the results of:

- a mail survey of 6 IHE, 27 SEA and 20 LEA directors of projects which were funded in both the first and the second year of the program;
- a mail survey of single-year funded projects;
- onsite visits to a representative group of 4 IHE's, 5 SEA's and 11 LEA's ; and
- a telephone survey of a representative sample of clients of IHE and SEA visited projects.

Mail Survey Data Collection

The primary purpose of the mail survey was to obtain descriptive information on the context and various operational aspects of the projects. In addition, project directors were asked to provide their assessments of the impacts of their project along several dimensions.

From projects which received funds only in FY 76, information was sought regarding their current status and the general impact of one year of federal funding. Regarding projects which were funded in both years, considerably more detailed information was obtained.

1. Single Year Funded Projects Mail Survey

These projects received one year of federal funding and were not operating with federal grant monies at the time of the survey. Essentially, the information desired from these projects related to answering the following questions:

- Why was the grantee not refunded?
- Is a community education project still operating?
- What impact did the federal funds have?
- What suggestions are there for improving the federal community education policies and procedures?

Sufficient information to address these questions with respect to non-refunded projects was most appropriately obtained from the former directors of the federally funded projects or their immediate supervisors. Consequently, the mail survey was sent in each case to the supervisor of the former project director with a cover letter indicating that, if most appropriate, the survey form could be completed by the former director or an equally knowledgeable member of the grantee's staff.

2. Refunded Projects Mail Survey

The basic purpose of the mail survey of refunded projects was to obtain a common core of information from the director of each of the IHE, SEA, and LEA projects. Because the amount and type of information which can realistically be obtained from volunteer respondents through the mail is an inherently limiting condition, it was decided the mail survey would focus primarily on descriptive information pertaining to project inputs, processes, and costs. Additionally, some assessment of impacts was also sought, but the primary source of impact data was persons contacted during the onsite visits.

3. Site Visit Data Collection

The primary purpose of the site visits was to obtain more information regarding both operations and impacts than feasibly could be collected through mail surveys. Essentially, the data collected from site visits was used to validate and expand upon a common "core" of data gathered by mail (e.g., number of staff, clients served, etc.). A listing of the sites visited appears as part of the sampling discussion (see page 28).

As mentioned above, 4 IHE, 5 SEA and 11 LEA projects were visited. At each site, the types of interviewed respondents fell into two broad categories: grantee staff and associates, and direct recipients ("clients") of project related activities/other community members. The numbers of individuals varied across projects and funding categories. The term "clients" had a different meaning as well. IHE clients were generally LEA/SEA personnel; SEA clients were generally LEA personnel; and LEA clients were community members. A more precise description of the number and types of interviewed respondents is provided in the context of the sampling design discussion (Chapter 4).

4. Telephone Surveys

These were made to a random sample of IHE and SEA clients (N=376) during a two-month period from the contractor's central office. An average of 42 interviews per federally funded project were conducted. It was felt that this data collection approach best reached the relatively heterogenous and geographically separated target population of IHE and SEA clients.

5. Document Reviews

Certain information was systematically gathered from documents available at federal levels or at grantee sites. This document review was conducted to learn of: (a) federal policies and procedures and (b) project operations. Thus, relevant federal legislation was studied (e.g., the Community Schools Act), program operation guidelines which had appeared in the Federal Register and other grant documents such as funding criteria. Also, interim and final reports from the projects were analyzed when available. During visits at grantee sites, the following types of documents were examined, as available: organizational charts, local evaluations, quarterly financial reports, grant correspondence, cooperating agreements with other agencies, advisory council minutes, activity evaluations, and other products or materials produced by the project which were not available from USOE.

These materials were synthesized into a semi-structured "grantee basic data sheet" which included factual information on: dates of receipt of funds, average attendance at and number of advisory council meetings, nature of cooperating agreements with other departments and/or agencies, and evidence indicative of: (a) major policy (or institutional) changes and/or (b) demonstration effects through requests for information from LEA's or SEA's and site visitors.

In essence, then, the data collection approaches were fourfold: mail survey, personal interview, telephone interview, and written document review. These were intended to be complementary. The purposive and probability sampling strategies which guided the data collection effort are described in the following section.

CHAPTER 4. SAMPLING DESIGN

A variety of procedures were used in this study to ensure representative and valid data from appropriate individuals. The rationales for these procedures arose from such considerations as the:

- overall emphases of the policy oriented information desired;
- nature of the study questions relative to each other;
- types of information needed (especially on impacts achieved);
- suitability of certain types of respondents;
- operational criteria used for defining relevant individuals to be contacted; and
- available study resources in terms of calendar time, staff days and funds.

As mentioned earlier, an essentially three-tiered data collection approach was used: mail surveys, indepth personal interviews and to a lesser extent, telephone surveys. The data collection priority lay in assessing activities, operations and impacts of refunded projects (N = 53) and less so, single year funded projects (in FY 76; N = 40). In the sampling process the universe of federally funded projects thus excluded the 39 projects funded for the first time in FY 77 as not being of direct interest and not having had sufficient time to affect impact.

A. Mail Survey Sampling Criteria

A census rather than sampling approach was used, in that all refunded and all single year (FY 76) funded projects were sent mail survey instruments. In essence the sampling procedure was to contact one individual in each of the sites on the basis of their organizational position and ask that either they or a person they (usually the project director) or a person they designated complete the mail questionnaire.

The refunded projects questionnaire was mailed to each of the 27 SEA, 6 IHE and 20 LEA project directors. It was the only information secured on project activities, impacts and costs at 2 IHE and 22 SEA and 9 LEA projects (i.e., those not visited). The information gathered from the questionnaires were supplemented with information from other sources at the 4 IHE, 5 SEA and 11 LEA sites which were visited.

An IHE/SEA version and LEA version of the project director questionnaire were used; further details on content appears in Exhibit 14, page 47.

The non-refunded project director's questionnaire was mailed to the supervisors of the directors of all community education projects which received only one year of federal funding. In the non-refunded project category were 7 IHE's, 5 SEA's and 28 LEA's or a total of 40 projects.

This questionnaire dealt with the community education project after 1976-1977 federal funding terminated. Its purpose was threefold:

- to inquire as to whether the community education project is still operating;
- to inquire about any impact federal funding might have had; and
- to inquire about any suggestions that projects might have for improving federal grant policies and procedures.

However, the main thrust of the sampling design lay in the selection of: (a) sites to be visited and (b) respondents at those visited sites. With regard to these two components, purposive sampling approaches were used for the site selection process. Probability sampling procedures, within site and designated categories of respondents, were used to select sufficient numbers of individuals to achieve representative data. The site selection and then respondent selection procedures are described below.

B. Site Selection Criteria

To obtain more information regarding project operations and impacts than feasibly could be collected by mail, visits were made to 20 projects, which were chosen in the following manner. Given that a relatively small number of refunded projects existed (53), no more than 20 sites could be visited within the available time and resources, and that project characteristics varied considerably, a purposive rather than purely random or probability sampling approach to site selection was judged to best meet the study objectives. That is, after reviewing relevant legislation, regulations and grant documents, and holding several discussions with likely users of study results, it was recognized that a stratified random sampling approach was not feasible, since too many salient dimensions were involved. Thus, a purposive sampling approach which relied heavily on the judgment of knowledgeable practitioners, was considered most appropriate for creating a generally representative mix of sites (whose data could be extrapolated to the sampling universe, and thereby address study objectives) and proceeded as follows.

Site selection was made after first dividing the projects on the basis of a major sampling variable, the three major categories identified in federal legislation; that is, institutions of higher education (IHE's), state education agencies (SEA's), and local education agencies (LEA's). There were six refunded IHE's, 27 refunded SEA's, and 20 refunded LEA's. The three categories are quite distinct in almost every respect, with the ultimate purpose of the IHE and SEA projects being to support activities at the local level.

Further, within the IHE category, the selection of projects for funding was in terms of three sub-categories or groupings within which the funding process was also competitive. The categories which constitute a major sampling variable within the IHE category are:

- IHE's conducting training for SEA's (IHE-TS);
- IHE's performing training assessment or curriculum development (IHE-TAC); and
- IHE's conducting training for LEA's (IHE-TL).

Exhibit 4 presents a summary of the 53 projects by state and major project type.

In implementing this approach, it was decided for two reasons to begin by collecting the IHE segment of the sample. First, at least conceptually, an hierarchial relationship among the IHE's, SEA's, and LEA's could be presumed. In general, the IHE's are charged with providing conceptual and programmatic training and support to SEA's and LEA's over the past decade and they have been the major institutional base for the growth and development of the community education movement. In a broad sense, they (and other programs and efforts supported by the Charles Stewart Mott Foundation) have been largely responsible for creating the climate in which the community education effort has begun to flourish. Second, and not entirely unrelated, was the argument made by several practitioners that the greatest variability among federal grantees would be found at the IHE level. Thus, it was concluded that as many IHE's as possible (i.e., 4 to 6) should be included in the sample.

Consistent with the notion of a conceptual hierarchy of geographic and programmatic concern, and also because practitioners generally argued that there would be the least amount of variability among the SEA category of federal grantees, it was determined that the second set of sites to be selected would be from among the 27 refunded SEA's. As a suitable composite of sites, it was decided that the sample include five or six SEA's. This would permit about 11 LEA's to be included

Exhibit 4

SUMMARY OF THE DISTRIBUTION OF REFUNDED COMMUNITY EDUCATION PROJECTS BY STATE AND PROJECT TYPE: 1977

STATES	Project Type		
	No. LEA	No. SEA	No. IHE
Alabama		1	
Alaska		1	
Arizona	2	1	1 (TAC)*
Arkansas		1	
California	1	1	
Colorado	1	1	
Florida		1	1 (TL)
Idaho		1	
Illinois		1	
Indiana		1	1 (TL)
Iowa	1	1	
Kentucky	2	1	
Louisiana		1	
Maryland		1	
Massachusetts	1		
Michigan	1		
Minnesota		1	
New Hampshire		1	
New Jersey		1	
New Mexico	1		
New York	1	1	1 (TAC)
Nevada		1	
Ohio		1	
Oregon	1	1	
Rhode Island		1	
South Carolina	2	1	
South Dakota	1		
Tennessee		1	
Texas	2		1 (TS)
Utah		1	
Virginia	1	1	1 (TL)
Washington	1		
West Virginia	1		
Wisconsin		1	
TOTALS	20	27	6

*See explanation on preceding page.

in the sample of 20 sites. All agreed that LEA's should constitute the largest single group in the sample since they provide the ultimate rationale and measure of impact for the entire program effort. Here, too, the diversity of programs guided the selection process.

In summary, the basic strategy for selecting the sites to be visited was to sample purposively the IHE's first, then the SEA's, and then the LEA's. This was based on a combination of conceptual and pragmatic considerations relating to the variability among grantees and the underlying assumption that the identification of four to six IHE's, a like number of SEA's, plus approximately 11 LEA's would provide a generally representative sampling of refunded projects, and thus supply information across the dimensions of major interest to the prospective users of the study. Below is provided a discussion and identification of the specific sample selection criteria, and the projects selected which met these criteria, in each of the three major funding categories.

1. Selection of Institutions of Higher Education (IHE's)

Six IHE's were refunded in the three IHE subcategories, and all six have significantly different project objectives and operating procedures. One project, at Texas A & M, was in the training for State Agency Educational Personnel (TS) subgroup. Two projects, at Arizona State University and at Syracuse University, were in the Training Assessment and Curriculum Development (TAC) subgroup. Three projects, at Ball State University, Miami-Dade Community College, and the University of Virginia, were in the Training for Local Education Agency Personnel (TL) subgroup.

The three IHE's in the TL subgroup had a common general objective, training LEA personnel, but their methods for providing such training and their training emphasis varied considerably. Ball State concentrated its efforts in a four-state region and focused its efforts on persons in nine selected communities who were provided training and technical assistance in their home communities rather than at a central location. Miami-Dade Community College concentrated its efforts in Dade County, Florida, and was emphasizing the development of a "Citizens' College." The University of Virginia is the coordinating institution for a consortium of nine IHE's and SEA's in a seven-state region and was undertaking the training of a minimum of 440 persons in eleven community education roles at a "Community Education Role Training Academy."

The two IHE's within the TAC subgroup had quite different project objectives as well as differing operational styles. The principle objective at Arizona State was the development and testing of procedures for assessing the competence of working community education program administrators and supervisors. Syracuse University was primarily addressing the development and dissemination of curriculum materials for use with community education programs, but it was also providing direct training and technical assistance to fourteen school districts in New York State.

Because of the diversity among the six projects, consideration was given to the need for visiting each of the project sites. However, a review of available project materials and discussion with USOE indicated elimination of Arizona State and Texas A & M as visit sites. Arizona State was engaged in a two to three-year materials development effort; therefore, an impact-oriented assessment of their work early in the second year was judged premature. It was decided not to visit Texas A & M because the assessment of their impact as trainers of SEA personnel would be based on results of the SEA mail survey and site visits and interviews with SEA clients of the other IHE's.

In summary, all six refunded IHE's were surveyed by mail, and the following four also received onsite visits:

- Ball State University, Institute of Community Education Development, Muncie, Indiana;
- Miami-Dade Community College, Institute of Urban Community Education, Division of Community Services; North Campus, Miami, Florida;
- Syracuse University, Center for Community Education Consortium, School of Education, Charlottesville, Virginia.

2. Selection of State Education Agencies (SEA's)

In Fiscal Year 1976, the Community Education Program (CEP) made grants to 33 SEA's; and in FY 77, CEP made grants to 32 SEA's. Twenty-seven of those 32 (or 84%) had been funded in FY 76, i.e., were refunded projects. Five of the six states in which the refunded IHE's were located had refunded SEA's (all but Texas).

In the selection of SEA's to be visited, proposals and other available project materials were reviewed. Discussions were held with USOE staff, study consultants, and others familiar with SEA activities in community education across the nation. Particularly important was assistance provided by Dr. David Migocki.

Dr. Migocki conducted a study in 1975 on the status of state community education and was in the process of updating the study report for the Community Education Program. From these reviews and consultations it was concluded that there were few major differences among the SEA's in terms of objectives and operations and that the selection of a relatively small number (i.e., five or six) for visits would be sufficient for generalization.

More specifically, the analysis of SEA project proposals revealed that there were three major categories in terms of goal/objective emphasis. Fourteen states indicated that their primary emphasis was on providing direct training and assistance to LEA's; three states indicated that their primary emphasis was on building a state level support network which would be of indirect, yet significant, benefit to LEA's; and ten states indicated that they placed equal emphasis on both local and state level activities.

In reviewing other available information, particular attention was given to such other factors as:

- State legislation;
- Project advisory councils;
- State funding;
- Presence of a state level position as community education coordinator;
- Formal state community education plan;
- Federal funding level;
- Geographic distribution; and
- Federally refunded LEA's within the state.

After reviewing the distribution of projects across these factors and discussions with USOE and study consultants, it was decided that the two most salient factors for selecting SEA's were: goal emphasis and existence of state legislation.

Goal emphasis was selected because it reflected potentially major differences in strategic orientation and operational activities, and because analysis along this dimension would be useful to practitioners in the field. Existence of legislation was selected because:

- It potentially reflected the extent to which community education has obtained symbolic support at policy levels.

- It may have facilitated efforts at state level coordination and local level project development; and

- Analysis along this dimension would address the current debate among practitioners in states without legislation regarding the amount of time and emphasis they should devote in this area.

It was further decided that the final selection of SEA's would be made to the greatest possible extent so that approximately half had refunded LEA's within the state and half did not. There also was to be general geographic representation from across the country and across the amount of federal funds awarded. Exhibit 5 on page 25, presents the SEA's arrayed by the two primary sampling factors and includes notes indicating the presence of refunded LEA's and the final selection which were made. As indicated in the exhibit, the five selected SEA's were Colorado, New Jersey, California, Florida, and Tennessee.

- Colorado

  This SEA indicated that its primary emphasis would be on direct technical assistance to LEA's. The Colorado SEA operated in a context where there was supportive state legislation and there was one refunded LEA in the state (Poudre Valley). Also, the SEA is located in Federal Region VIII, is generally typical of the Rocky Mountain area, and ranked twentieth out of 27 in amount of federal funds awarded.

- New Jersey

  This SEA also indicated that its primary emphasis would be on direct technical assistance, but there was no supportive state legislation. New Jersey's SEA is within Federal Region II, is generally typical of the urbanized states of the northeast, and ranked fourth out of 27 in amount of federal funding.

- California

  This SEA indicated that its emphasis would be on building a state level community education support system/network. It operated in a context without supportive state legislation and there was a refunded federal project in the state (Paramount).

EXHIBIT 5

SEA PROJECTS REFUNDED IN 1977

BY TYPE OF TECHNICAL ASSISTANCE GOAL EMPHASIS/EXISTENCE OF LEGISLATION

SEA'S (N = 27)	GOAL EMPHASIS		
	Provide Technical Assistance Directly to LEA's (N = 14)	Provide State Level Support in System/Network Building (N = 3)	BOTH (N = 10)
Have State Community Education Legislation (N = 9)	Arizona 1/ Colorado 1/ * Louisiana Minnesota New Hampshire South Carolina 1/ Utah		Alaska Florida*
Have No State Community Education Legislation (N = 18)	Idaho Illinois Maryland New Jersey* New York 1/ Virginia 1/ Wisconsin	California 1/ * Nevada Rhode Island	Alabama Arkansas Indiana Iowa 1/ Kentucky 1/ Ohio 1/ Oregon 1/ Tennessee *

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* = Selected for site visit.

1/ = Refunded LEA in the state.

The SEA is in the Federal Region IX, is generally representative of the pacific/far west, and ranked third out of 27 based on federal funding.

- Florida

  This SEA indicated that it would focus both on providing LEA's with direct services and on building a state level support network. It operated in a context with supportive state legislation. There was no federally refunded community education project at the LEA level, but there was a single district oriented IHE (Miami-Dade Community College). The SEA is in Federal Region IV, is generally representative of the southeast, and ranked twenty-first out of 27 in federal funding.

- Tennessee

  This SEA also indicated that it would focus on both the LEA and state levels, but it operated in a context without supportive state legislation. Although it is also in Federal Region IV, it is generally representative of the Appalachian mountain states and thus quite different from Florida. The SEA ranked twelth out of 27 in federal funding.

In summary, the five states selected for the sample are judged to be representative of the 27 refunded SEA's. Their selection will permit both generalizations across all projects and comparisons among various salient subgroups.

3. Selection of Local Education Agencies (LEA's)

As previously indicated, the initial sampling strategy called for selecting proportionately more LEA's than SEA's both because there was great variability among local projects and because the ultimate impact of the community education program should be felt at the community level. Twenty LEA's were refunded in FY 77 and, given the decisions regarding the number of visits to IHE's and SEA's, eleven of the twenty were selected for site visits.

The twenty refunded LEA's are located in sixteen states, with four states having two refunded projects each: Arizona, Kentucky, South Carolina, and Texas. In three states federal grants were made to LEA's, SEA's and IHE's; in six states grants were made to LEA's and SEA's (but not IHE's); in one state (Texas) a grant was made to two LEA's and an IHE; and in six states grants were made only to LEA's.

On the basis of reviewing available project proposals, other related materials and discussions with officials at USOE, projects were initially categorized along a number of different dimensions relating generally to project objectives, operations, costs, and environmental context. After reviewing the various alternatives the study team, USOE officials, and community educators acting as consultants to the study concluded that the three following factors, in order of importance, should guide the LEA selection process:

- Project Sponsor (type of grantee)

  Review of project proposals revealed that 15 grantees were individual school districts; three were combinations of two or more school districts; and two were community agencies other than school districts (one being a department of human resources and the other a department of parks and recreation). Because there was considerable interest at the federal and local levels regarding the most effective prime sponsor of community education activities and because it was presumed that sponsorship arrangements will impact on the extent and nature of interagency coordination and the delivery of direct client services (two major areas of project impact), it was decided that this should be a primary sampling factor.

- Project Goal Emphasis on Citizen Participation in Program Decision-Making

  Review of project proposals indicated that projects fell into two major categories with respect to the emphasis they placed on community participation in decision-making regarding the planning and implementation of the community education project. Eleven projects placed considerable emphasis on community participation, and nine gave it little or no emphasis in their proposals. From project documents, community education literature, and discussion with community educators, it was clear that citizen involvement in the program was judged critically important, but the extent and nature of the involvement both varied considerably and had not been the subject of federal policy direction.

  Consequently, it was judged that it would be useful at both the federal and local levels for the study to include an assessment of the impacts associated with differences in project emphasis as reflected in the goals and objectives included in the federal grant proposal.

- Age of Community Education Programming in the LEA

  Federal legislation authorized grants to start new projects, expand existing projects, or continue ongoing efforts; different levels of federal funding (80%, 65%, and 40% respectively) were available for the different types. In practice, all the refunded projects had received their initial grant either to start a new project or to expand one which was ongoing. It was decided to include this factor in the selection process both because it reflected the proportion of federal funding available and because it was presumed that operations and impacts will vary according to the length of time community education has been present in a community.

The manner in which the twenty projects were distributed across these three primary sampling factors is presented in Exhibit 6. In addition to these factors it was also concluded that the selection process should consider: (a) the extent of urbanization, (b) whether the LEA was served by a refunded SEA, and (c) general geographic distribution across the country. Operationally, urbanization was determined on the basis of whether or not the LEA was located in a Standard Metropolitan Statistical Area (SMSA) as defined by the U.S. Census Bureau.

It was assumed that location within a SMSA implied the proximity of a wider range of community services than would be present elsewhere and thus that there would be a greater potential for coordination of services.

In addition to arraying the projects according to the primary selection factors, Exhibit 6 includes notations regarding the first two of the secondary set of factors; it also indicates those which were selected for visits. As indicated, the eleven projects are:

Horry County, South Carolina

This was a new project administered by a single school district which emphasized high participation in project decision-making; it was located in a rural area of the southeast and was served by a refunded SEA.

Poudre Valley, Colorado

This was also a new project administered by a single school district which emphasized high participation; it was located in a rural area of a western state and was served by a refunded SEA which was also visited.

Paramount, California

This was an established project administered by a single school district which emphasized high participation; it was located in an urban area (suburban Los Angeles), in a large western state and was served by a refunded SEA which was also visited.

EXHIBIT 6

LEA PROJECTS REFUNDED IN 1977 BY SPONSOR/GOAL EMPHASIS ON CITIZEN PARTICIPATION IN PROGRAM DECISION MAKING/AGE OF COMMUNITY EDUCATION PROGRAM

		SPONSOR		
	LEA's (N=20)	Single School District (N=15)	Two or More School Districts (N=3)	Other Than School District (N=2)
High Participation (N=11)	New	Alamagordo, NM - R *Horry Co., SC - R^1 Lancaster Co., SC - R *Poudre Valley, Col. - R^1 South Kitsap, Wash. - R	------	*Lynn, Massachusetts - u *Gloucester, VA. - R^1
	Established	Kanawha Co., W VA - u^1 Austin, TX - u^1 *Paramount, CA - u^1	*Comal Co., TX - R	------
Low Participation (N=9)	New	Paradise Valley, AZ - u *Tucson, AZ - u^1 Owen Co., KY - R Birmingham, Mich - u Shannon Co., SD - R *Rush-Henrietta, NY - u^1	*Mississippi Bend - R^1	------
	Established	*Salem, OR - u^1	*Bowling Green, KY - R^1	------

* = Selected for site visit

R = Rural (not within an SMSA)

u = Urban (within an SMSA)

1 = Refunded SEA in state

Tucson, Arizona

This was a new project in a single school district which did not emphasize participation in project decision-making; it was located in an urban center in a southwestern state and was served by a refunded SEA.

Rush-Henrietta, New York

This was also a new project in a single school district which did not emphasize participation; it was located in an urban area (suburban Rochester) in an eastern state and was served by a refunded SEA.

Salem, Oregon

This was an established project in a single school district which did not emphasize participation; it was located in an urban area in a western state and was served by a refunded SEA.

Comal County, Texas

This was an established project serving two school districts (city and county) which emphasized participation; it was located in a rural area in a southwestern state and was not served by a refunded SEA.

Mississippi Bend, Iowa

This was a new project administered by a multi-district consortium which did not emphasize participation; it was located in a rural area in a midwestern state and was served by a refunded SEA.

Bowling Green, Kentucky

This was an established project which served two school districts (city and county) which did not emphasize participation; it was located in a rural area in a southeastern state and was served by a refunded SEA.

Lynn, Massachusetts

This was a new project administered by a city department of human resources which emphasized participation; it was located in an urban area in a northeastern state and was not served by a refunded SEA.

Gloucester, Virginia

This was a new project administered by a parks and recreation department which emphasized participation; it was located in a rural area in a southeastern state and was served by a refunded SEA.

In summary, the eleven LEA's selected to be visited were judged to be representative and permitted generalizing across the twenty LEA's.* Also, they permitted comparisons among LEA's and/or types of respondents from these LEA's, so that the role of various salient dimensions of interest to potential users of the study could be addressed.

4. Summary of Site Selection Plan

A mail survey was conducted of all 53 refunded community education projects and all 40 FY 77 non-refunded projects. In addition, 20 refunded projects were visited with the objective of validating and supplementing the information gathered through the mail survey. More specifically, visits were made to four of the six IHE's, five of the 27 SEA's, and 11 of the 20 LEA's. Exhibit 7 provides a summary of the distribution of refunded projects by state and major project type (i.e., IHE, SEA, and LEA) and indicates which were visited. In total, refunded projects were located in 34 states, 15 of which were visited. As indicated previously, the sample is judged to be representative of each of the three major types of projects. It is also judged to be representative of the total set of 53 projects, across the three major types.

C. Sampling Criteria for Selection of Respondents

1. Overview

At each of the 20 selected sites, the people contacted comprised two general groups. The first group consisted of grantee staff and associates, including staff supervisors and colleagues. The second group consisted of direct recipients of project-related acitivites (i.e., clients) and other knowledgeable members of the community. Besides staff, the first group included school board members,

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*Parenthetically, it might be mentioned that cluster analyses of LEA's, as part of addressing the first study question, indicated that the 20 funded LEA's had diverse background characteristics; eight clusters were found. The LEA's selected for site visits were widely scattered across the empirical clusterings, indicating that the site visit decisions had been fairly sound even when viewed with hindsight and from this perspective.

Exhibit 7

SUMMARY OF THE DISTRIBUTION OF REFUNDED COMMUNITY EDUCATION PROJECTS BY STATE AND PROJECT TYPE: 1977

STATES	Project Type		
	No. LEA	No. SEA	No. IHE
Alabama		1	
Alaska		1	
Arizona	2*	1	1
Arkansas		1	
California	1*	1*	
Colorado	1*	1*	
Florida		1*	1*
Idaho		1	
Illinois		1	
Indiana		1	1*
Iowa	1*	1	
Kentucky	2*	1	
Louisiana		1	
Maryland		1	
Massachusetts	1*		
Michigan	1		
Minnesota		1	
New Hampshire		1	
New Jersey		1*	
New Mexico	1		
New York	1*	1	1*
Nevada		1	
Ohio		1	
Oregon	1*	1	
Rhode Island		1	
South Carolina	2*	1	
South Dakota	1		
Tennessee		1*	
Texas	2*		1
Utah		1	
Virginia	1*	1	1*
Washington	1		
West Virginia	1		
Wisconsin		1	
TOTALS	20	27	6

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*Sites to be visited in this category in this state.

superintendents, principals, and teachers as well as colleagues and supervisors in other sections of the grant receiving institutions; also included in this group were chairpersons of project advisory councils.

Members of the second group included staff of state and local agencies expected to be cooperating with the community education projects,* and participants in project-related activities. These two general groups paralleled the two objectives of this study. The first group, grantee staff and associates, were the primary source of the information for addressing the first objective of the study, i.e., to describe the organization and operations of the project. The second group, designated clients/associates, were the primary source of information addressing the second objective, i.e., to evaluate the impact of the project. These two groups, although in general terms equivalent across the three types of projects, represented different people for each level of community education project. For example, the IHE projects provided services to SEA and LEA community education coordinators and program staff; the SEA projects provided services to LEA community education coordinators and program staff; and the LEA projects provided services to the members of the community. Thus, selection of site visit respondents was unique to each level of community education project.

At the SEA and IHE projects, participants were randomly selected from lists of persons who attended workshops, conferences or received individualized training or assistance; these clients were surveyed by telephone. At the LEA projects, ten participants were randomly selected in each of four groups: participants in structured learning experiences, members of community groups assisted by project staff, leaders of community groups using project facilities, and participants in recreational or social activities. Exhibit 8 provides a summary of the number and percent of respondents by level of project and major respondent category at the 20 visited projects; a more detailed account for each data collection instrument appears in Exhibit 14.

The detailed sampling procedures for selecting each type of respondent were described in detail in a specially prepared manual for use by field data collectors and are summarized below.

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*At each LEA and SEA project. contact was made with a representative of each of the following types of agencies which had been identified in federal legislation or regulations: health, parks and recreation, aging, human resources, and community colleges. Also, a representative from up to three others identified by project staff was interviewed.

EXHIBIT 8

SUMMARY OF NUMBER OF INTERVIEW RESPONDENTS AT THE 20 VISITED PROJECTS BY PROJECT LEVEL AND MAJOR CATEGORY OF RESPONDENT

Major Respondent Category	IHE		SEA		LEA		Total	
	No.	%	No.	%	No.	%	No.	%
Grantee Staff* and Associates	34	15.0	25	10.1	123	16.0	182	14.6
Project Clients and Knowledgeable Members of the Community	193	85.0	223	89.9	648	84.0	1064	85.4
Total Number of Interviews from 20 Visited Projects	227	100%	248	100%	771	100%	1246	100%

*Does not include project directors who were interviewed to discuss and expand on mail survey responses or to clarify procedural questions in completing those forms.

2. IHE Site Respondents

Four IHE community education projects were visited during the fall of 1977. During the site visits to each of the IHE projects, the project's fiscal officer and the other staff members were interviewed for descriptive information on the project's operations, characteristics and administrative structures. The project director's interview and the project's fiscal officer's interview were unstructured, seeking primarily clarification, if necessary, of their responses to the mail survey instrument. In addition to these administrators, the IHE project director's supervisor and the project director's staff were also interviewed, both for descriptive information on the project's operations and organizational structure and for information on the project's impact on the IHE. No sampling techniques were involved here, since certain individuals were the logical respondents and provided the basic information addressing the study's first objective.

In addition, associates/knowledgeable observers of projects activities were interviewed. The associates/knowledgeable observers who were interviewed included the chairperson of the IHE advisory council, a representative of the university's administrative staff, and chairpersons and/or faculty members from departments within the university that provide related activities. These interviews were sought as the primary source of information on the impact of the community education project on the IHE and related institutions and as a secondary source of project impact on the direct service clients. These people were interviewed solely on the basis of the position or role relative to the project that the person held.

As previously stated, the IHE projects serviced SEA and LEA community education coordinators, program staff, and other related individuals. Hence, these people were the primary sources of the information for addressing the study objective of evaluating the impact of the projects at the state and local levels.

In summary, in addition to 34 specific persons who were interviewed solely on the basis of the position they held and their relationship to the IHE project, 193 project clients were interviewed, which included 13 state community education coordinators and 180 others selected at random from the remaining state and community level personnel. A summary of the categories of people interviewed during the onsite visits to IHE's and the rationale for interviewing these people is given in Exhibit 9.

EXHIBIT 9

SUMMARY OF THE TYPE OF RESPONDENTS AND RATIONALE FOR IHE COMMUNITY EDUCATION PROJECTS

Administrators		Client/Associates	
Respondent Category	Rationale/Type of Information Sought	Respondent Category	Rationale/Type of Information Sought
Project Staff		Clients	
(a) Project Director*	Primary source of descriptive information on project operations and of cost/expenditures	(d) LEA Coordinators (e) SEA Coordinators	Primary sources for direct service impact data; secondary source for project operations and institutional impact data.
(b) Other project staff*	Source for validating/expanding information on project operations; secondary source for impact data	Associates/Knowledgeable Observers	
		(f) Chairperson of IHE Advisory Council* (g) Representative of the University Administration* (h) Chairperson/Faculty of Department in University with Coordinate Activities*	Primary sources for impact or IHE and coordinate institutions, and some project operations data.
Project Overseers			
(c) Director of Community Education/immediate supervisor of Project Director*	Primary source of information on project impact on the IHE and on the project operation.		

*Persons selected on the basis of the position held.

Since interviewing each recipient of training and participant at conferences and workshops was beyond the scope of this study, a sample of clients was chosen. In order to generalize the analysis of client impacts to each project, as well as across the four projects, where appropriate, the sample universe was defined as the total number of clients served by each of the four IHE's, and separate samples were drawn in each case, with the probability sample size varying according to the number of clients served.

To estimate the total number of clients to be selected, information such as an expected mean and variance of the data was necessary. Part of the analyses of the data were the comparison of the proportion of respondents giving a certain response to a question.

One can estimate a desirable sample size based on a "worst possible condition" for this type of comparison. The "worst possible condition", the situation when the largest variance exists, for the comparison of proportions exists when the proportion, p, is near .50.

Using a formula from Cochran (1963) and stipulating an interval length, d, of = .10 (i.e., a sampling error of $\pm 10\%$) about the proportion p = .5, the sample size necessary can be estimated. The formula* is:

$$n_o = \frac{t^2\, p(1-p)}{d^2}$$

Where t is a value from the normal curve for which an area of .05 exists in the tails of the distribution.

Based on this formula an overall sample of 67 program personnel would have been selected in each site. This figure, however, was adjusted for the fact that the sampling universe was only 500 or less in each case. To adjust this figure, the following formula was used:

$$n = \frac{n_o}{1 + \frac{(n_o - 1)}{N}}$$

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*Cochran, W.G., Sampling Techniques, Second Edition, 1963, John Wiley & Sons, Inc., p. 15.

Where N is 500 and ^{n}o is 67, the sample size necessary to have a 90 percent confidence interval of length 0.10 about a proportion p = .5 is 60. Where N = 400, the desired sample size is 58, and where N = 300, the desired sample should be 55. Thus, the IHE client sample was 54 persons receiving training or technical assistance at Miami-Dade Community College, 45 at Ball State University, 43 at Syracuse University and 55 at the University of Virginia.

To ensure that in each of the projects at least some SEA level clients were included in the sample, the SEA community education coordinator in each state in which the IHE project has served community level personnel was interviewed, in addition to those clients selected at random. These people constituted a special category of IHE clients which might have been missed by following strictly random selection procedures. Thus, the Florida state coordinator was interviewed in the context of the visit to Miami-Dade Community College, the New York State coordinator during the visit to Syracuse University, the coordinators in Indiana, Kentucky, Ohio, and Illinois during the visit to Ball State University, and the coordinators in the seven states comprising the consortium of Mid-Atlantic states during the visit to the University of Virginia.

3. SEA Site Visit Respondents

Five SEA community education projects were visited during the fall of 1977. During the site visits to each of the SEA projects, the project director and the project's fiscal officer were interviewed for descriptive information on the project's operations, characteristics and administrative structure. These interviews were unstructured, seeking primary clarification, where necessary, of their responses to the mail survey instrument. In addition to these administrators, the SEA project director's supervisor, the project director's staff, and the Chief State School Officer or designee representing senior SEA policymakers were interviewed, both for descriptive information on the project's operations and organization structure, and for information on the project impact on the SEA. These interviews provided the basic information addressing the first objective of the study.

To evaluate the impact of the SEA projects, clients and associates/knowledgeable observers of the activities of the projects were interviewed. The associates/knowledgeable observers who were interviewed included the chairperson of the SEA Advisory Council, and a representative from each of up to eight state agencies. The agencies, where available, included five which were identified in federal legislation and/or policy regulations as those with whom community education projects should coordinate. These were: the Department of Parks and Recreation (or equivalent), the

Department of Social Services (or equivalent), the Department of Public Health (or equivalent), the state Agency on Aging and the state education agency's division of community colleges (or equivalent). In addition, a representative from up to three other state agencies or departments identified during the visit as coordinating with the community education project was interviewed. These interviews provided the primary source of information on the impact of the community education project on the SEA and related institutions and agencies, and as a secondary source of information on project impacts on the direct service clients. These people were interviewed solely on the basis of the position or role relative to the project that the person held.

Interviewing each recipient of training and each participant at the conferences and workshops was beyond the scope of this study. Therefore, as in the case of the IHE program, a sample of program personnel who received training or participated in the activities of each project was chosen. The sample universe was the number of program personnel who received training and/or participated in workshops or conferences conducted by each of the selected SEA projects included by name in project records. The size of this universe varied from 82 clients for the Tennessee SEA to 220 clients for the California SEA; its median size was 110.

To estimate accurately the total number of LEA program personnel to be selected, information such as an expected mean and variance of the data was necessary. However, since part of the data analyses for SEA projects was the comparison of the proportion of respondents giving a certain response to a question, an estimate for a desirable sample size was made on the basis of the "worst possible case" (i.e., maximum variance) for this type of comparison, as was done for the IHE clients.

Based on the earlier formula with identical constraints (i.e., a 90 percent confidence with an interval length of about 10, a proportion $p = .5$), a sample of 67 program personnel would have been selected at each site. However, after adjusting for the universe size in each case, the necessary probability sample in each of the five selected SEA's was: 39 in New Jersey, 45 in Colorado, 42 in Florida, 37 in Tennessee and 52 in California.

In summary, administrators, project overseers, associates/knowledgeable observers, and a random sample of participants on project activities were interviewed at each of the five visited SEA sites. A summary of the categories of individuals interviewed at each SEA and their rationale is provided in Exhibit 10.

EXHIBIT 10

SUMMARY
OF THE
TYPE OF RESPONDENTS AND RATIONALE
FOR
SEA COMMUNITY EDUCATION PROJECTS

Administrators		Client/Associates	
Respondent Category	Rationale/Type of Information Sought	Respondent Category	Rationale/Type of Information Sought
Project Staff		Clients	
(a) Project Director*	Primary source of descriptive information on project operations and of cost/expenditure data.	(c) LEA Coordinators/Staff	Primary source for direct service impact data; secondary source for project operations.
Project Overseers		Associates/Knowledgeable Observers	
(b) Immediate supervisor of Project Director*/other administrative supervisors	Primary sources of information on project impact on the SEA; secondary sources for impact on LEA's and institutional clients as well as project operations.	(d) Coordinate state agencies (within & without SEA)*	Primary source for impact on coordinate institutions and some project operations data; secondary source for data on impacts on SEA.

*People selected on the basis of the position held.

4. LEA Site Visit Respondents

Eleven LEA community education project sites were visited during the winter of 1978, and a summary of the categories of individuals interviewed and their rationale is provided in Exhibit 11. As with the IHE projects and the SEA projects, the project staff were interviewed. These staff personnel included the project director, the project's fiscal officer, and community education building coordinators. For the project director and the project's fiscal officer, the interviews were unstructured and focused on a clarification of their responses on the mail survey instrument. With the building coordinators, more structured interviews were used to validate and supplement information obtained from the project director.

Others in the administrator category interviewed included the school district(s) superintendent, the chairperson or a designee from the local school district(s) board of education, and the principals of the buildings housing community education project activities. All these administrative people were to be interviewed based on their position and/or relationship to the project.

Certain people also were interviewed as clients or as associates/knowledgeable observers of the project activities. The associates/knowledgeable observers included the directors of the project activities. The associates/knowledgeable observers included the directors of selected community agencies and others identified as knowledgeable during the visits (e.g., the chief local government administrator, and PTA chairpersons). All of these people were selected on the basis of the position they held or through nomination of other interviewees. The community agencies included the five agencies identified in legislation or federal policy,* if available, plus up to three other local agencies identified during the visit as coordinating with the community education project. These interviews supplemented information on project operations and were the primary source of information regarding community development impacts.

The individual clients to be interviewed included teachers in the K-12 program at project related schools, chairpersons of the project advisory councils and other community participants. The teachers were selected by sampling the total number of teachers in the buildings housing community education project activities. Since the impact on the classrooms and the students in the classrooms as seen by the teacher was felt to be potentially different for grades K through 6 and for grades 7 through 12, it was decided to interview an equal number of teachers from the primary grades, K through 6, and

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*Department of Parks and Recreation
Department of Human Resources
Local Community College(s)
Department of Public Health
Area Agency on Aging

EXHIBIT 11

TYPE OF RESPONDENTS AND RATIONALE BY LEA COMMUNITY EDUCATION PROJECTS

Administrators	
Respondent Category	**Rationale/Type of Information Sought**
Project Staff	
(a) Project Director*	Primary source of descriptive information on project operations and of cost/expenditure
(b) CE Building Coordinators and staff*	Source for validation and expanding information on project operations; secondary source for impact data.
Project Overseers	
(c) School Superintendent or designee*	Primary sources or information on project impact on the LEA; secondary sources for impact on direct service and institutional clients as well as project operations.
(d) Chairperson or designee of school board*	
(e) Principals of buildings served by CE Project*	

Client/Associates	
Respondent Category	**Rational/Type of Information Sought**
Clients	
(g) CurrentEnrollees in C. Ed Classes or Courses	Primary sources for impact on direct and indirect service recipients.
(h) Users of Community Education Project Related Community Groups	
(i) Members of Project Related Community Groups	
(j) Participants in Project Related Recreational or Social Activities	
(k) Directors or designees of community agencies*	Primary sources for impact on coordinate institutions; secondary sources for direct service impacts and project operations.
(l) Chairpersons LEA Advisory Councils*	Primary sources for impact on coordinate institutions and some project operating data; secondary source for direct service impacts, and impact on LEA.
m) Teachers, Grades K-12, in Community Education Project Buildings	Primary source of information on classroom impacts at K-12 levels.

*People selected on the basis of the position held.

from the secondary grades, 7 through 12, where both levels are present.

On the basis of information available from project directors, there was an average of 5.36 schools per state. The smallest number of schools associated with the federally funded community education was 2 in 4 projects and the largest, 17 in 1 project. It was decided to obtain data from ten teachers, per grade level per site to provide an indication of project impacts on the K-6 and 7-12 programs. Because of time and logistic constraints, between 10 and 20 teachers were interviewed at each site. The sampling procedure involved random selection of two or more teachers in up to five project related schools at the K-6 and 7-12 levels. If there were more than five schools, the five were randomly chosen from the list of participating schools. In cases where less than 5 schools participated, at any one level, then more than 2 teachers were interviewed at each school. Thus, where there were both elementary and secondary schools, 20 teachers were interviewed. Where there were only elementary schools, 10 teachers were interviewed. The sampling plan called for 170 teachers to be contacted, and 167 were actually reached.

In addition to the teachers, chairpersons of project advisory councils were interviewed. The council chairperson was selected on the basis of their position on project related councils, and there was an average of slightly less than four such individuals per site. In fact, 38 persons were interviewed. These chairpersons were a primary source of information on the extent of community participation in project planning, as well as on the community development impacts of each project.

Community member clients of the LEA projects also were interviewed. These clients comprised four general groups based on their type of participation in the project. The four groups and the sampling methodology used to obtain a representative sample from each group are shown in Exhibit 12.

For each of the four participation groups, the estimation of the sample size needed was based on (1) a judgement regarding the numbers needed in order to obtain an indication of impact sufficient for study purposes, and (2) a recognition of time and logistical constraints during each site visit. It was decided on the basis of these considerations that a sample of ten from each group in each site should be interviewed where available. In total, then, it was desired to contact up to 110 clients from each group, up to 440 across the four groups. In actuality, 352 were contacted, due primarily to the actual number of participants supplied.

EXHIBIT 12

DEFINITION OF COMMUNITY MEMBER LEA CLIENTS
AND
SAMPLING METHOD FOR EACH

A. Current Enrollees in Structured Learning Experiences Related to the Project: Persons enrolled in credit or non-credit classes.

Sample: random selection from lists of persons enrolled in the fall of 1977, regardless of the type or subject of the class.

B. Members of Project Related Community/School Groups: persons who are members of advisory council(s) and committees, clubs, and other project supported community or school groups. The groups must use the project-related facilities on a regular basis and/or regularly receive assistance from project staff in accomplishing their goals.

Sample: person in leadership position in a random sample of groups utilizing each project related facility.

C. Users of Community Education Project-Related Facilities not otherwise related to the Project: members of structured groups/clubs which made arrangements to use the community education facilities on a scheduled basis but which are not otherwise related to the project (EXAMPLES include: Boy Scouts, senior citizen clubs, social clubs, religious clubs, clinics, etc.)

Sample: person in a leadership position associated with a random sample of organizations utilizing each project related facility.

D. Participants in Project-Related Recreational or Social Activities: persons who attend relatively unstructured special events sponsored by the project (in the project facility or by project-sponsored groups). Such events include dances, recreational/sports events, or cultural events.

Sample: a random sample of persons found entering and/or utilizing the facility(ies) at the time of the visit.

It was judged that this sample size permitted useful(although tentative) statements by group, and more confident statements across selected groups regarding impact on community level participants at each of the 11 selected sites, as well as general statements across combinations of sites as appropriate.

In summary, project administrators such as project staff, the fiscal officer and the community education building coordinators were interviewed. In addition to these people, project-related individuals within the grantee organization were contacted. These included the school superintendant, a representative of the school board and the principals from the school buildings housing community education activities. Among the clients interviewed were a sample of 167 teachers, and 352 community member clients. In sampling terms, the universes of clients were smaller than expected, and the smaller probability sample was representative. In addition, interviews were conducted at each site with about four project advisory council chairpersons and representatives from eight community agencies.

Overall, the combined number of respondents actually contacted across all refunded and non-refunded projects was 1,338 with 93 contacted by mail (and 92 or 98.6% responding, an impressive rate) and 1,246 contacted through personal or telephone interviews.

CHAPTER 5. INSTRUMENT CONTENT

The processes used to develop the study data collection instruments, as well as their scope and rationale, are described in this chapter. In essence, 12 instruments were developed for this study. A listing of them appears in Exhibit 13; an overview of their content appears in Exhibit 14. The 12 instruments were designed to be used for two major categories of respondents: (1) grantee staff and associates, and (2) project clients and knowledgeable community observers. To accommodate the diversity of roles, relationships and perspectives, six separate questionnaires were developed for the first group and six for the second.

EXHIBIT 13

LIST OF STUDY INSTRUMENTS

- Project Staff and Associates

  1. IHE/SEA Project Director Mail Questionnaire
  2. LEA Project Director Mail Questionnaire
  3. Single Year Funded Projects Mail Questionnaire
  4. LEA Project Building Coordinator Interview Guide
  5. IHE/SEA Associates Interview Guide
  6. SEA/LEA Related Agency Questionnaire

- Project Clients and Knowledgeable Community Observers

  7. LEA Client Form: Teachers
  8. LEA Client Form: Participants
  9. LEA Client Form: Advisory Council Chairpersons
  10. IHE/SEA Client Telehoone Survey Form
  11. School Superintendent/School Board Members Interview Guide
  12. Principal Questionnaire

Utilizing the major as well as related study questions (see Appendix) as a basis for instrument design, the DA team, including the three special project consultants,* initially developed 23 instruments to be used with as many respondent types. Each instrument was designed to gather data which could be used to answer questions related to each aspect of the community education model. The survey items also arose from the conceptual model of the community education process, presented earlier in Exhibit 1.

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* Drs. Rogers, Santellanes and Wood.

EXHIBIT 14

PURPOSE OF DATA COLLECTION INSTRUMENTS*

TYPE	OVERVIEW OF SCOPE AND PURPOSE
IHE/SEA and LEA Project Director Mail Questionnaire	These two questionnaires are divided into two parts. Part A provides a description of the project's context and implementation processes, and an assessment of project impacts. Part B provides information on project resources and costs; some of these items are expected to be completed by project fiscal personnel.
Single Year Funded Projects Mail Questionnaire	This questionnaire deals with the community education project after 1976-1977 federal funding terminated. Its purpose is threefold: (1) to inquire as to whether the community education project is still operating; (2) to inquire about any impact federal funding might have had; and (3) to inquire about any suggestions that projects might have for improving federal grant policies and procedures.
LEA Building Coordinator Interview Guide	This questionnaire is for staff of LEA projects. Its purpose is threefold: (1) to determine the coordinator's background and role in the community education project; (2) to obtain the coordinator's views about the process of the community education project; and (3) to gather information on the impact of the program on the school and community.
SEA/LEA Related Agency Questionnaire	This questionnaire is for staff of state and local agencies. Its purpose is threefold: (1) to determine the role that agencies play in the community education process; (2) to determine the perceptions and level of knowledge these agencies have of community education and the impact of the federal grant; and (3) the effect that the program has had on their own delivery of services and decision-making processes.
IHE/SEA Associates Interview Guide	This questionnaire is for IHE and SEA staff advisory council members and others associated with the projects. Its purpose is to secure information regarding the respondent's knowledge and perceptions of project related processes and impacts and possible future support for community education. This will supplement similar information obtained from other sources.
LEA Client Forms: Teachers, Participants and Advisory Council Charipersons	The primary purpose of the Teachers form is to secure information on the impact of the projects on the regular K-12 program of the school district. The primary purpose of the Participant form is to obtain information on the impacts of the project on individual participants. The primary purposes of the advisory council chairpersons form are (a) to secure information on the functioning of the advisory council (presumed to be an integral part of each project); and (b) to secure an assessment from knowledgeable members of the community on the broader impacts of the project.
IHE/SEA Client Telephone Survey Form	This questionnaire is for the telephone survey of IHE and SEA clients. Its purpose is to secure information regarding the type and extent of training/assistance received, judgements regarding the value of the training, and an indication of personal or organizational changes which may have been the result.
School Superintendent/ School Board Member Interview Guide	The purpose of the questionnaire is threefold: (1) to determine the respondent's involvement in planning and supervising the community education project; (2) to inquire about impacts from the project, particularly policy changes relevant to community education; and (3) to inquire about any suggestions the respondent may have for improving federal grant policies and procedures.
Building Principal Questionnaire	This questionnaire is for principals of project related schools in the visited LEA's. Its purpose is two-fold: (1) to describe the principal's role in planning and implementing local community education programs; and (2) to describe the impacts of the programs on the regular K-12 instructional program and the community at large.

* See Appendix for copies of all data collection instruments.

These draft instruments were designed to be field tested with each of the major types of grantees (i.e., LEA's, SEA's and IHE's) during early August 1977. Concurrent with the start of field testing, the instruments and draft OMB Supporting Statement were submitted to OPBE, CEP, and the three project consultants for review. Each consultant subsequently submitted written comments on the package which were used in revising the drafts.

During the first two weeks of August the field test was conducted in the following sites:

- SEA: Lansing, Michigan
  Raleigh, North Carolina
- LEA: Pottersville, Michigan
  Romeosville, Illinois
- IHE: University of Oregon,
  Eugene, Oregon

All of these sites (except North Carolina) were non-refunded grantees of the Community Education Program (CEP).

During the first week, a senior staff member at CEP met with project officials and program participants at the Northwest Community Education Development Center of the University of Oregon in Eugene.

Concurrently, the DA study staff met with community education officials in the State Department of Education in Lansing, Michigan. All SEA data collection instruments were field tested, and invaluable comments were provided by Dr. Mary Rogers, Director of Adult and Continuing Education Services; Dr. Karmondy, Director of Community Schools; and the project director, Dr. Fred Columbus. Critical insights also came during interviews with staff of other state agencies who were associated with the community education project. As a result of this SEA field test, revisions were made to the instrument for a second field test the following week in North Carolina.

Also during that week, Dr. John Jeffrey, principal of the Pottersville Middle School and former community education project director, received the DA materials and arranged for interviews with all levels of LEA program participants, including staff, school board members, and clients. This field test initiated a thorough review of the LEA data collection instruments. Following the test in Pottersville, Mr. George Lanegraff, project director of the Romeosville, Illinois School District, arranged for a full day of interviews with participants at all levels of this LEA program. This test further confirmed the need to revise and combine several of the LEA data collection instruments.

As reported above, extensive revisions were made to the SEA questionnaires in preparation for a second field test in Raleigh, with the North Carolina State Department of Education. Dr. Wendy Harris of OPBE and the DA staff were received by Dr. Dixie Howard, coordinator of the community education program in North Carolina. Dr. Howard arranged for interviews with several members of the State Department of Education staff in addition to meetings with staff of several other state agencies.

In general, each of the revised questionnaires/interview guides was designed to be brief, and yet comprehensive enough to gather the necessary data. Each survey item, and the instrument of which it was a part, was reviewed for its usefulness in tapping a particular aspect of the study evaluation. Thus, certain items were only used as screening items to detect whether or not the respondent was aware of an issue, had come into contact with it before, or was suitable for a set of questions. Other items were only used in a descriptive sense to portray the types of programs being operated. Still other items were intended to be "blocking variables", that is, to relate activities of projects to various designated impact measures. The latter set of items either consisted of single-item variables which were considered measures of program impact and effectiveness, or which formed a statistically more rigorous composite of measures after a series of scale-building analyses. A fuller description of the latter linear composites appears in Chapter 7. The blocking variables also included survey items which were combined into relatively homogeneous clusters on the basis of cluster analysis procedures. This, for example, created context variable, process variable and activity variable clusters from project director questionnaire items for use in relating these derived variables to levels of impact.

Still other survey items represented open-ended questions which were intended to gather unstructured information. Such sets of items dealt with: comments/suggestions for:(a) improving the effectiveness of community education programs, and (b) respondent assessments of major project impacts.

The levels of measurement of the survey items varied considerably due to the survey content, length of questionnaire, relative emphasis placed on particular survey topics, etc. Thus the survey instruments contained a wide variety of response formats, both open- and close-ended, as well as single-item and multiple-item. "Yes-no," and "very much liked ... very much disliked" types of items also appeared. Certain types of items (e.g., dealing with impact) appeared in more than one type of data collection instrument, since the format was suitable for those respondents and allowed for comparisons of responses across data sources.

With the field test and instrument revisions completed, the staff were ready to submit the complete OMB package.

Sufficient copies of the entire package were submitted to OE in mid-September; in addition, copies were mailed to the project consultants, and to two members of the National Advisory Council on Community Education for their general critique (i.e., Drs. Buchanan and Pinnock).

During the time reserved in the OMB forms clearance process, and as a prelude to the entire data collection effort, the DA study staff had the opportunity to meet with each of the refunded project directors at three national conferences held by the Community Education Program for IHE, SEA, and LEA project directors. The initial conference ot IHE grantees was held in Washington, D.C., on September 22; the LEA conference was held in Minneapolis on September 28, and the SEA conference was held in Washington on October 11. On all three occasions the DA staff had the opportunity to present the overall study design and then respond to questions from the project directors. This was indeed a unique opportunity to gain the directors' confidence and sense of participation in the data collection process, and in a larger context is an approach recommended for any program evaluation study.

CHAPTER 6. ACTUAL DATA COLLECTION AND DATA MANAGEMENT PROCEDURES

This chapter details the types of procedures used to: (1) systematically gather information using OMB-approved mail, personal interview and telephone instruments, and (2) thoroughly screen it for completeness, validity and internal consistency using both manual and computerized procedures. All activities were guided by a three-part Data Collection Management Plan which consisted of a: (1) field manual for onsite data collection; (2) detailed mail survey plan for achieving a 85% or greater overall response rate; and (3) coding manual, accompanied by a standardized outline for use in writing narrative reports on visited sites.

As an overview of the data collection process, all data from the mail surveys were collected between late January and late March 1978. The mail surveys were sent on January 21 and the last questionnaire to be included in the analysis was received on March 24. The visits to the 20 projects were made between January 30 and February 22, 1978, and the telephone survey of IHE and SEA clients was conducted during the last week of February and the first three weeks of March. The site visits were made by four teams of professionals experienced in related data collection and evaluation efforts and specially trained in the background and procedures of this study. Two-person teams spent two days at the SEA projects and up to two days at the IHE projects. Depending on the number of schools and geographic area encompassed, visits to the LEA projects were for three or four days by teams of two or three professional staff. In total, nine staff visited the 20 projects, with all visiting at least two LEA's and one SEA. The telephone survey of IHE and SEA clients was conducted by members of the site visit teams, except that calls to all clients of two projects were made by the study's research assistant using the same procedures.

The specifics of each type of data collection process are discussed below.

A. Mail Survey Data Collection

The mail survey included the 93 FY 76 projects, divided into the two basic groups of 40 non-refunded and 53 refunded projects, respectively; no information was sought from those projects funded for the first time in FY 77.

For the non-refunded projects, a brief questionnaire was mailed to the person identified in grant documents as the grantee's official liaison with USOE (i.e., not necessarily the project director). The questionnaire was accompanied by a cover letter indicating that, if most appropriate, the survey could be completed by the former director or an equally knowledgeable member of the grantee's staff.

For the refunded projects, a comprehensive, multi-page questionnaire was mailed to the project director.

Systematic followup procedures were used to minimize non-response to the mail survey; thus, followup by telephone and written reminders were conducted. In the case of the non-refunded projects, the survey data from four projects eventually were obtained by telephone; no discernible differences in data quality were found. In the case of the refunded SEA projects, the assistance of CEP staff was critical in securing a high rate of response. The study goal was to achieve a 85% response rate. However, as shown in Exhibit 15 below, the overall response rates for the mail survey were almost perfect, which is quite unusual for the survey research field.

EXHIBIT 15

MAIL SURVEY RESPONSE RATES

	PROJECT TYPE				
	Non-Refunded	Refunded IHE's	Refunded SEA's	Refunded LEA's	Total
No. of Projects	40	6	27	20	93
No. Responding	40	6	26	20	92
Percent of Response	100%	100%	96%	100%	99%

B. Site Data Collection

Training for the field staff was conducted in DA's central offices from January 23rd through the 26th, 1978. Highlights of the training included:

- Presentations by Paul Tremper, Ron Castaldi and Bernie O'Hayre;*
- The Mott Foundation film "A Sense of Community";
- A visit to Thomas Jefferson Community School and presentations by the center director and the director of recreation for Arlington County, Virginia;

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*Mr. Tremper formerly was Acting Director of CEP and is now Executive Director of the National Community Education Association. Mr. Castaldi and Mr. O'Hayre are members of the CEP staff.

- Presentations, reviews, and exercises related to all forms and necessary procedures;
- Extensive discussion of the field manual distributed to all staff; and
- Practice in the use of the "client form" through actual interviews at the Thomas Jefferson gymnasium and community center.

To collect data in the field, four teams of two DA staff, plus one additional interviewer who crossed teams to assist in the larger LEA sites, were utilized. The final schedule called for the teams to devote a solid block of three weeks in the field, each visiting five projects during that period. The project director served as a leader of one of the four teams. This schedule was fully discussed during the training period.

The field data collection effort stressed careful attention to several different types of detail. Among these were those associated with:

- logistics and timing;
- organizational protocols;
- sample selection; and
- interviewing technique.

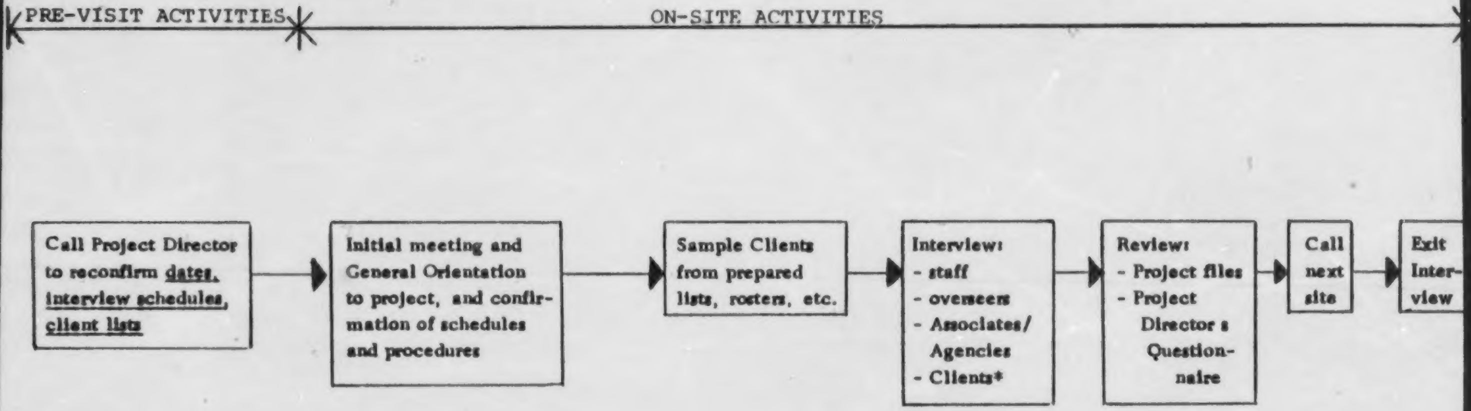
The flow of some of these events at each of the 20 site visits is shown schematically in Exhibit 16.

During the site visits to the SEA and IHE projects, lists of persons who had participated in project related training or technical assistance activities also were secured. From these lists, a random sample of "clients" for whom there was a name and address or telephone number was drawn. The number of clients selected per project was sufficient to permit generalizations to all clients in the project. Telephone calls, using a standard survey questionnaire, were made from the central project office during late February and March 1978. In total, interviews were completed with 193 IHE and 183 SEA clients.

The full amount of data collected from using the 12 forms in the three funding categories (or project types) is presented in Exhibit 17. The number of respondents interviewed in each of six types of related agencies contacted during the LEA and SEA visits is presented in Exhibit 18.

EXHIBIT 16

OVERVIEW OF FIELD DATA COLLECTION ACTIVITIES


PRE-VISIT ACTIVITIES
ON-SITE ACTIVITIES
Call Project Director to reconfirm dates, interview schedules, client lists
Initial meeting and General Orientation to project, and confirmation of schedules and procedures
Sample Clients from prepared lists, rosters, etc.
Interview: - staff - overseers - Associates/ Agencies - Clients*
Review: - Project files - Project Director's Questionnaire
Call next site
Exit Interview

*Clients -- All LEA clients must be interviewed on site.
All SEA and IHE clients will be interviewed by telephone.

EXHIBIT 17

INSTRUMENT/RESPONDENT SUMMARY

FORM NO./INSTRUMENTS**	FUNDING CATEGORY			
	IHE	SEA	LEA	Total
1. IHE/SEA Project Director Mail Questionnaire	6	26		32
2. LEA Project Director Mail Questionnaire			20	20
3. Single Year Funded Projects Mail Questionnaire	8	5	27	40
4. LEA Project Building Coordinator Interview Guide			39	39
5. IHE/SEA Associates Interview Guide	34	25		59
6. School Superintendent/School Board Member Interview Guide			29	29
7. Building Principal Questionnaire			55	55
8. LEA Client Form: Teachers			167*	167*
9. LEA Client Form: Participants			352	352
10. LEA Client Form: Advisory Council Chairpersons			38	38
11. IHE/SEA Client Telephone Survey	193*	183*		376
12. SEA/LEA Related Agency Questionnaire		40	91	131
TOTAL	241	279	818	1338

*Because they were completely unaware of the project or its operations, a total of 72 clients were considered inappropriate respondents and were screened out. This represented 4 IHE, 32 SEA and 36 LEA clients.

**See Part III for the study questions tapped by each instrument and the variables used.

EXHIBIT 18

NUMBERS OF RESPONDENTS IN COMMUNITY EDUCATION PROJECT RELATED AGENCIES AT SEA AND LEA VISITED SITES

TYPE OF AGENCY	SEA (n=5)	LEA (n=11)	Total (n=16)
Health (or equivalent)	4	10	14
Parks and Recreation (or equivalent)	4	14	18
Agency on Aging (or equivalent)	5	9	14
Department of Human Resources (or equivalent)	6	14	20
Community College/University	6	12	28
SUBTOTAL: Agencies Cited by HEW Policy	25	59	84
Other Agencies	15	32	47
TOTAL	40	91	131

During the site visits, field staff also examined the following documents (if available):

- organizational charts;
- local evaluation reports;
- quarterly financial reports to USOE;
- grant correspondence;
- cooperating agreements with other agencies;
- advisory council minutes; and
- other products or materials produced by the project.

The review of these documents assisted in the completion of a site-level basic data sheet, verification of information provided in the Project Directors' Questionnaire and the writing of a site visit report.

At each site, necessary interviews were conducted and arrangements for the next site visit confirmed. Two or three days before the team's arrival, both team members' interview schedules were reviewed with the project director. As many appointments as possible were confirmed or changed and any "major" questions he/she had about the project director's questionnaire were discussed. Also reconfirmed was that the staff, principals, and other officials within the grantee had been notified of the site visit.

At the site visit's conclusion, an exit interview served several purposes. It included the opportunity to meet with the project director and staff if desired, to collect any forms, documents, and missing information, and to provide project directors with some feedback from the visit.

C. Quality Control Procedures Used In Data Collection

Regarding quality control, although each team consisted of only two members, one of the members was the designated team leader. The team leader was ultimately responsible for collecting all the data on site and bringing it back to the Washington Office. Each team member was reminded to turn in forms that were complete and accurate, checked for accuracy and completeness, and having writing that was legible. Attention to detail also was stressed. In order to assure that all interview forms were completed and the correct number for each grantee done, each team established a master list against which both members could check their progress.

Utilizing an Interview Summary Form for each type of grantee the team members checked off the interviews that had been completed and entered the number at the end of each day until all interviews had been completed.

Upon returning to DA headquarters, the second and final quality control step occurred. Each team member reviewed each instrument thoroughly for completeness of each item. Where there were discrepancies, they were reviewed with the study team directors, and then the project director was called for assistance in gathering the needed information. Although generally unnecessary, this was included as a last step measure to be used when no other alternative provided a solution. Both team members also reviewed the instruments and finalized them to their mutual satisfaction. Once the instruments were complete, the team members were responsible for writing a narrative field site report. A standardized outline was used in writing the narrative reports on the 20 visited sites. A standardized outline for individual site reports was intended to quickly and efficiently gather and summarize important data, thereby facilitating completion of the study. These reports summarized program operations and impacts, also serving to crystallize certain aspects of the program. Thus they were useful in qualitatively bolstering the data from the structured data collection instruments. These narrative reports were mailed to projects for review and comment, both as feedback to the projects and as a check on the validity of the field teams' data and perceptions.

D. Coding and Editing Procedures

All of the data collection instruments had been designed so that they could function as source documents for keypunching purposes and subsequent computer data processing. Thus, the data collection instruments which were deemed complete, based on reviews by team members and leaders, were coded by staff personnel using the pre-established, standardized/categorical and rating codes provided in the scale numeric coding manual. Field team members were responsible for coding open-ended survey question information because of their greater familiarity with the content discussed during interviews, while the central office study staff coded the closed-ended questions which required fewer decisions and issues to resolve, although they represented a sizeably greater amount of time because of the sheer number of items and forms involved. Open-ended codes were selected by one team member and reviewed by a second member, and discussed if necessary to reach a consensus. This "inter-rater agreement" procedure thus increased the degree of reliability and confidence which could be placed in the survey responses gathered. All coded instruments then were reviewed by a third member of the study staff as a final check that an appropriate code had been selected. This review also was performed for close-end survey items (e.g., thus ensuring that a "no-yes" code was not omitted, since the next several items were based on the answer having been selected).

All forms were grouped by type and turned over as soon as ready to a keypunching facility accompanied by detailed keypunching instructions as to the number of forms, the number of punched cards per data record, and special concerns in keypunching them. Also requested, was 100% independent verification of all keypunched information. In view of the diversity of survey item formats, and number of data collection instruments, 100% verification was deemed a necessity.

As keypunching and verification was completed for a type of form, the computer editing stage began. Specific editing instructions were devised for each type of form; this generally consisted of two types of checks: (1) for completeness, and (2) for accuracy/internal consistency. All editing procedures were performed by writing computer programming statements in SPSS.* All editing checks were performed on IMB series 360 model 65 (OS) facilities.

More specifically, the raw data were stored on tape, then subjected to a series of frequency distribution, central tendency, cross-tabulation and correlational analyses. These were conducted to determine the variation in responses for each item, the mean/median value, extent of omissions, and interrelationships with other survey items. Omissions were of special interest, as were logical inconsistencies and out-of-range values detected by the frequency distribution analyses, since this meant that either a keypunching, coding or initially-collected data entry error had occurred. The current data record was printed out by SPSS and source documents were reviewed to locate the error, which was then remedied in the stored data via recoding statements. Cross-tabulations included those for screening items to ascertain that the subsequently answered survey questions paralleled the no-yes options on the initial screening item. (Or, for example, that IHE project directors had not answered a series of items only suitable for SEA project directors.) Certain of these editing analyses were performed using the survey questionnaire, or individual respondent as the unit of analysis; others were conducted at the project level, and across projects and/or types of respondents. The latter analyses were conducted for the client survey forms, in which several types of respondents were contacted, and a number of respondents were reached at each project. These sets of editing analyses thus established the patterns of data existing at several levels and determined if any excessive omissions, out-of-range values, etc.,were systematically associated with the type of respondent.

After a series of editing and error resolution operations, it appeared that each form's raw data had been completely "cleaned." In general, the responses to most questions were complete and passed various checks of internal consistency. However, mail survey (project director) questions requiring numerical information, such as numbers of people served and amounts of money expended tended to vary so much in quality that all had to be used with caution and some were eliminated from all analyses. Similarly, any items with high proportions of omissions were not used further. On another plane, impact measures which had skewed distributions (generally in the direction of highly positive results) and/or limited variation were thoroughly reviewed for their validity. Because the pattern of these variables seemed to confirm each other and narrative trip reports/site observations also tended to substantiate the highly positive trend of data, most of these data were considered usable.

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*The Statistical Package for the Social Sciences; Nie, Hull, Jenkins, Steinbrenner and Bent, 1975; Nie and Hull, 1977.

Following this review, data then were transferred to another set of tapes in the form of SPSS data SAVE FILES (which are more efficient to access, and contain binary characters and fully labelled variables). The data base now consisted of 12 separate files; the IHE/SEA project director file had a subfile structure for IHE and SEA responses, respectively. Each file contained standardized identifying information (such as project and type of respondent codes) and was deemed ready for use with the descriptive and intensive analytic procedures which addressed the research questions and related study questions. The scope of these analyses is described in the next chapter.

CHAPTER 7. DESCRIPTIVE AND ANALYTIC PROCEDURES

A. Overview

This chapter specifies the techniques used to summarize, describe, and analyze the data gathered from all respondents and collection modes. The chapter also contains rationales for the choice of technique chosen, i.e., how it was useful in the study design.

As an overview of the techniques chosen, both qualitative and quantitative approaches were used. Descriptive univariate, and univariate and multivariage analytic approaches were used. The large majority of analyses dealt with SEA and LEA data rather than IHE data since only four IHE's were visited and six (the population) supplied project director surveys. However, all of the analyses which were conducted were based on the following considerations: (a) the study question being addressed, (b) the quality of and extent of overlap among the variables dealing with that question, (c) the level of measurement of those relevant and feasible variables (which affected the choice of statistical technique to be applied), and (d) the statistical power, in part a function of the sample sizes, of the technique for detecting between-group differences (or in general terms, the technique's usefulness for obtaining stable estimates of impact).

These factors were taken into consideration in choosing approaches which addressed the needs of the study. All analyses are based on the four major research questions, related study questions, and are under the aegis of a conceptual model of community education arising from the CIPP approach (Stufflebeam et. al., 1971).

All analyses were conducted by using the statistical software package SPSS,* except for: (a) cluster analyses (performed by using a computer program written by Veldman, 1967 and adapted by Goldsamt, 1972), and (b) partial correlation coefficients (computed by hand from formulas contained in Guilford and Fruchter, 1973).

As mentioned earlier, mail survey data analyses are based on a 99% overall response and personal interviews were obtained from over 90% of designated respondents. Furthermore, all tests of statistical significance were computed as two-tailed tests, using the .10 level of significance. The use of the .10

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*Nie, Hull, Jenkins, Steinbrenner & Bent, 1975; Nie and Hull, 1977 level, rather than the more traditional .05 level (which in some studies has been applied on a rote or blind basis), was a deliberate one. It was believed that this would more accurately detect significant differences if they indeed existed and thus give "a fairer shake" to the evaluation study of two year-old federally supported projects. Highly rigorous decision criteria for determining statistical significance therefore were believed to be inappropriate. The use of the .10 significance level, and its accompanying greater statistical power, therefore, provided more implications for the present study and for future work in the community education evaluation area.

With the above comments as an introduction, the sections below present these techniques in terms of each major study question.

B. Research Question 1: How might community education projects be typologized?

The techniques used to address this research question had three goals:

- to provide detailed descriptions of grantees, both with respect to the organizational and to the process aspects of the projects;
- to develop clusters or typologies of the projects, using the most salient and/or discriminating information; and
- to evaluate the clusters or typologies of projects formed from the latter approach so that distinct models could be used in relating various types of projects with types and statistical levels of impacts.

1. Descriptive Techniques

As such, then, the first phase of analyses used to provide organizational and process descriptions utilized individual items, primarily taken from the project directors' survey questionnaires. Descriptive statistics were used such as arithmetic averages, medians, modes, frequency distributions, ranges, percentiles, and measures of spread among the responses (e.g., ranges, minimum and maximum scores and standard deviations). The percentage of responses above the mean also was examined. Two other techniques were used to examine and understand the relationships between pairs of items; these were cross-tabulations and Spearman rank-difference correlation coefficients.

In some instances the number of responses totaled more than the number of respondents due to multiple responses being possible; in that case the relative percentage of individuals selecting particular answers was used in understanding the frequency distribution results.

These descriptive analyses were performed for particular items which dealt with the appropriate topics, and which did not have an excessive amount of omissions or not applicable responses; this was a concern when dealing with data from the six IHE sites.* For data analyses based on project director surveys, the unit of analysis was the project director, and therefore the project, since only one respondent per project was used. For other types of respondents (principals, building coordinators, etc.), analyses were conducted first using the respondent as the unit of analysis. For particular analyses, the interest lay in examining between-project differences; therefore, individual responses were aggregated to the level of projects (by averaging individuals' data from each project separately), and then examining the frequency distribution, medians, etc., prepared from the aggregated, summarized data. Early in those analyses it was recognized that aggregating results by project would indicate the same pattern of agreement, i.e., little between-project difference if overall a high proportion of individuals supplied the same response to a particular variable. Also, certain analyses were more appropriate to perform at the individual project level, since for certain variables projects were quite heterogenous and thus would be perhaps unfairly compared (since some of these differences could not be controlled for and, therefore, would affect the interpretation of results).

The descriptive analyses were performed for closed-ended survey responses which were in categorical variable or continuous variable form. Those included both single items and those added together to form a linear composite score across the separate item components (thus making the composite score more statistically reliable and a "better" measure of the topic). The descriptive analyses also dealt with open-ended items (e.g., number of schools in the LEA directly participating in the federal project). Other items took the form of written comments and first were converted to numeric codes through the technique of content analysis, i.e., by reading a sample of forms, establishing the categories of topics mentioned, screening these categories to assure they were mutually exclusive, and codifying the set of written responses based on numeric codes assigned to these categories.

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*In general, the analyses were separately conducted for the three funding categories (IHE, SEA, LEA).

2. Qualitative Techniques

The above procedures used for summarizing the organizational and process aspects of the projects were quantitative; another set of complementary procedures was qualitative, based on information gathered by site visit teams. Written narrative reports were prepared using a topic outline and sent in draft form to projects to review and to verify their accuracy on a first-hand basis. These narrative reports were reviewed by the study staff and used to provide insights into other data and to facilitate the interpretation of findings.

Still other information were gathered from project applications and similar local sources, including those materials provided to site visit teams during the actual visit. The review of these documents provided data dealing with contextual variables, specific project goals (to determine the extent to which these were being addressed and accomplished), the particular mandated minimum elements, and the scope of operations. These types of variables were added to the project director computerized data records and used in various descriptive and correlational data analyses to determine project status on such factors as extent of objectives addressed, and whether these factors affected the level of impact.

At the end of the visit, the four teams completed a report which summarized each project's adherence to the eight"minimum elements," the apparent importance of federal funding to project activities, and the overall impression of project operations, activities and impacts. These, too, became part of the descriptive information which were analyzed for this research question.

3. Multivariate Analytic Techniques

Two types of approaches were used to examine interrelationships among variables and to determine what types of projects were present. These approaches were: hierarchial cluster analyses and,to confirm these results, stepwise discriminant function analysis.

a. Use of Cluster Analysis Techniques

Thus, another aspect of addressing research question 1 was to use a cluster analysis technique to assign the community education projects into meaningful groupings. Since there were only six IHE projects, this approach was not used with them; however, separate sets of cluster analyses were performed for the SEA (n = 26) and LEA projects (n = 20).

For each set of cluster analyses, the following procedures were used. In view of the small number of projects and the diversity of variables or types of information which could be used to describe projects and distinguish certain types of projects from others, a series of analytic stages was used to create the typology. Listings of context, inputs, process, activity, and impact variables were assembled from the information available in project director survey forms from refunded projects. The listings were based on the community education conceptual model of the types of factors affecting SEA project operations presented earlier as Exhibit 1. Each of these sets was reviewed for their usefulness in understanding project operations. Frequency distributions, means, medians and percentages and correlations then were prepared for each variable to determine the extent of variation, missing values, average value, etc. At this point certain variables were excluded from further use in the typologizing process due to insufficient variation, being highly correlated with each other, or "too many" of that topic being included in the listing.

The project typologizing process used: (a) context and input variables which were considered to exist prior to the onset of actual project operation, and thus should be considered separately from factors directly affecting impact and (b) process variables since these, too, might characterize organizational settings, and should be examined separately from impacts (in addressing research question two). Thus, activity and impact variables were "held out" for use in addressing study question 2. The basic technique used was that of cluster analysis, and a particular version of it, hierarchical or single linkage grouping cluster analysis.*

In general approach, the technique resembles the probably more familiar factor analysis.** It was believed that certain of the variables were unsuitable for that more mathematically rigorous approach since the data represented counts, categorical variables (presence-absence, no-yes) and composite scores. Thus, cluster analysis as a technique attempted to place SEA (or LEA) community education projects that were maximally similar to each other in the same cluster, on the basis of minimizing the extent of variation within each cluster. The hierarchical grouping approach to cluster analysis was useful in that the number of groups to be formed did not have to be specified; at each stage a profile of similarity was formed. It began with each project (in this case) representing its own group and ended with all projects being grouped into the same cluster. As the number of groups was systematically reduced, the clustering of increasingly dissimilar projects yielded less precise information.

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*Based on a technique developed by Ward (1963).

**However, it is a nonmetric approach, using patterns of similarity across sets of variables, rather than using bivariate correlation coefficients and fairly rigorous mathematical assumptions. For the majority of data in this study, and sample sizes involved, cluster analysis was considered a more appropriate technique.

The project clusters which were formed were reviewed for: (a) the interpretability of the clusters (e.g., could the projects in that cluster be considered together?), (b) the number of projects that had been grouped into each cluster at each step, (c) the number of clusters, and (d) the size of the within-clusters variation.

Two stages of cluster analyses were performed: (1) to cluster similar variables and then (2) to cluster similar projects. The purpose of the first stage was to reduce the potential overlap among sets of variables, since the likelihood existed that too many variables which tapped the same aspect of background variables or inputs might be represented. This would reduce the chance to represent fairly the full gamut of project characteristics. Separate cluster analyses, therefore, were performed for sets of designated process, activity and impact variables. The purpose of conducting each of these sets of cluster analyses was: (a) to reduce the number of underlying topics, create new composite scores (where useful to form more statistically reliable measures) or, as needed, (b) to discard certain variables as being overly redundant or being so specific that they did not appear to adequately measure an aspect of the issues.

For the SEA project an overall set of clustering variables was assembled from the process cluster analysis, together with several context and input variables which measured other relevant dimensions, and were too few to include in a separate cluster analysis; for the LEA projects, separate context, input, and process cluster analyses were prepared.

The number of variables which were included in each of the statewise and project cluster anlayses is presented in Exhibit 19 on the following page.

EXHIBIT 19

NUMBERS OF VARIABLES INCLUDED IN CLUSTER ANALYSES OF LEA AND SEA PROJECTS

Type of Project	Type of Variable	Number of Variables*
LEA	Content	5
	Input	7
	Process	6
	Activity**	7
	Impact**	12
	"Best" Variables*	11
SEA	Process	5
	Activity**	8
	Impact**	11
	"Best" Variables*	13

*Also includes both single-item variables and those formed as linear composite measures; "best" variables were used to cluster projects.

**Reported here for the sake of completeness; actually were used in relating the project typology codes, activity measures and other key measures of interest to levels of impact on designated measures (research question 2).

The clusters which were formed by the grouping of projects were each assigned a code number which was used as a classification variable, together with activity variables and key variables of interest (the latter listed in the respective section dealing with either SEA or LEA findings) to be used to determine their relationship with impacts. A cluster also was defined as two or more projects; single projects thus were excluded from analyses of research question 2, as being in a sense "outliers," i.e., being so divergent from other projects on the basis of other variables included in the clustering process that to include them would yield potentially misleading results. Once the "best " stage of clustering was reached, the results were examined on a variable-by-variable basis to determine the clusters' median scores and the spread of these scores across clusters. This helped in explaining the empirical findings by pinpointing those variables on which the widest separation of scores occurred.

b. Use of Discriminant Function Techniques

Similarly, this was the purpose of using another multivariate technique, stepwise multiple group discriminant function analysis (Nie et. al., 1975). The procedure basically forms one or more linear combinations of the variables (by using weighting factors) which maximally separate the group of projects. The stepwise feature attempts to obtain the subset of variables which optimally differentiate groups from each other. Each variable entered into the analytic process makes a contribution to differentiating the projects (or in this case, project directors' survey responses). Certain variables may not be entered into the discriminant function equation if they are highly redundant with already-entered variables, i.e., do not contribute meaningfully to separating group data.

This technique was used in this study only to confirm the cluster analysis results and, therefore, was not the primary typologizing technique. Instead, the project typology codes assigned each project (SEA or LEA) were entered into the discriminant function analysis, together with the variables on which the grouping had occurred, to determine how closely the clustering classification would be supported by discriminant function results. Thus, the technique was used primarily in a classification, not a prediction, sense. On a related plane, the stepwise approach was deliberately selected. In the event that certain variables were not included in the results, it would indicate that the clustering results were to a certain extent inefficient. That is, they were based on more variables than actually were needed, according to discriminant function results.

The empirical basis for performing the discriminant function analyses was Rao's V statistic, a generalized distance measure. The variable selected at each stage of the stepwise process is the one which contributes to the greatest overall separation of the groups, or the largest increase in V, when added to the previous variables already in the equation. Since the goal was to typologize projects, and thereby determine how different they were, an empirical criterion which maximizes overall separation of the groups was highly desirable to use here.

The aspects of the discriminant function results which were used in confirming the cluster analysis results included: (a) the variables which first entered the equation and thus made the largest, statistically significant contribution to group separation, indicating the separation of these groups, (c) the plot of the first two linear composites (or discriminant function scores) for each of the project groups, (d) the univariate F-ratios separating the groups (as in a one-way analysis of variance), and (e) the classification accuracy of the discriminant function composites, to determine if projects classified via the cluster results were classified differently via the discriminant technique.

Having completed the analyses dealing with research question 1, the methodology focused on research question 2, using the project typology classifications developed above.

C. Research Question 2: What types and levels of impacts are associated with the various types of community education projects?

The outcome measures used to address this research question arose from the likelihood of community education projects to affect: the educational system, community and individual. Accordingly, the impact measures present in the respondents' survey responses were used to obtain estimates of how effective the projects had been. Analyses were conducted for sets of IHE, SEA and LEA projects separately. All analyses were performed at the respondent level (e.g., teachers), and as warranted at the project level. Certain impact measures that arose were single-items from data collection instruments, while others were formed from linear composites directly based on hierarchical cluster analysis results.

1. Analyses of Overall Impact

These used both descriptive and analytic techniques. Descriptive approaches utilized were frequency distributions, percentages, means, medians, and ranges of answers supplied. This provided insights into the predominating answer supplied by that type of respondent. Correlational analyses also were used, as rank-difference correlation coefficients between pairs of variables.

Analyses of group differences included the use of cross-tabulations and chi-square statistics. The Kruskal-Wallis one-way nonparametric analysis of variance test was also used (Nie and Hull, 1977). Following statistically significant results, two approaches were used to gauge the strength of relationships. For ANOVA results based on three or more groups (e.g., comparisons of related agencies), a nonparametric post hoc test found in Hollander and Wolfe (1973) was used to determine which of the sets of group results generated by the Kruskal-Wallis test accounted for the overall chi-square statistical significance. As with other tests, an alpha level of .10 was used both for the initial and for the subsequent ANOVA tests of group differences in patterns of data. Spearman-rank difference correlation coefficients also were used here to establish the strength of relationship between the impact measure and such variables as geographic location affecting adherence to minimum elements and between-related agency comparisons.

2. Intensive Analyses of Group Impact

These used the typology codes, activity measures and key variables of interest to determine if each of these was statistically related to levels of impact. (The precise measures used in these SEA and LEA analyses already have been reported in the respective sections on study findings.) Due to the small numbers of projects involved and the levels of measurement present (predominantly categorical or ordinal measures), a series of Kruskal-Wallis analyses of variance were conducted. For this purpose the distributions of the key variables were categorized into two or three groups and used as a type of blocking variable. Alternatives to this approach such as multiple regression analysis, using main effects and interaction terms as dummy variables in a general linear model framework, were viewed as untenable since the number of degrees of freedom would be quickly exhausted and make the results highly subject to chance. For similar reasons, no interactions between pairs of typology, activity or key variables could be directly tested in the Kruskal-Wallis technique since it is a one-way approach. It is statistically more efficient than the nonparametric extension of the median test; however, it and all other nonparametric significance tests known to the evaluation staff lack the ability to test interactions. Thus, a series of one-way Kruskal-Wallis ANOVA's were conducted, each at the .10 level.

Spearman-rank-difference correlation coefficients also were computed to determine the strength of relationships found, in addition to the chi-square value and associated level of significance. Thus, if two variables each were significantly related to an impact measure (i.e., "main effects"), it was presumed that some interaction might potentially exist between them, and Spearman rank-difference correlation coefficients between them were computed. Cross-tabulations of these variables with a particular impact measure also were prepared to explain the statistically significant relationship.

For the SEA analyses which related project typologies, key variables, and activity variables to designated impact measures the following number of measures were used: one project typology variable, three key variables, five activity variables and five impact measures. A series of 17 hypothesized relationships among these variables were tested for statistical significance. For the corresponding LEA analyses, the following numbers of variables were used: one project typology variable, six key variables, eight activity variables and three impact measures. A series of 81 hypothesized relationships among these variables were tested for statistical significance.

Thus, in general, the purpose was to determine if statistically significant results had occurred, and then how strong were these relationships.

D. Research Question 3: What was the impact of federal funding on non-refunded (or single year) funded projects?

Because of the relatively slight emphasis assigned this topic in the study scope,* the data collection instrument (a mail survey sent to project directors) also was fairly brief. Basic descriptive statistics were used to summarize findings. These consisted of means, medians, frequency distributions, percentages, etc. Narrative comments also were included in the presentation of findings.

Cross-tabulations of selected variables, Kruskal-Wallis ANOVA's and chi-square tests relating the level of continuation to size of federal grant, the ratio of federal to non-federal project funds, and to reported impacts also were performed.

E. Research Question 4: What has been the impact of federal policies and procedures and how might they be modified to enhance the effectiveness of community education projects?

This issue was dealt with by including a similar set of questions in several data collection instruments and through review of federal files and documents and discussion with federal officials. Analyses were then prepared for each type of respondent. They were then compared across respondents to obtain a consensus, and to highlight any differences which might be a function of that respondent group's perspective on community education project operations and interactions at the federal level. Suggestions regarding the funding process were open-ended in format and were content-analyzed; other related questions were closed-ended in format. Most of the analyses were descriptive, consisting of means, medians, frequency distributions, percentages, and ranges of responses. Cross-tabulations were performed as useful to compare certain patterns of responses; where useful, chi-square statistics were also computed.

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*It was not included in the original scope of the contract, but was "fitted-in" because of the high interest experienced among practitioners.

F. Results

Certain results in this study were in a sense "preambles" to others, which were reported in the chapters of this Technical Supplement devoted to specific findings. Others were mentioned in those chapters in general terms, stressing their implications, rather than specifically citing the statistical findings. Included in the Appendix are statistical tables which supplement and further support these cited findings.

Methodological References

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PART II

DESCRIPTION AND ASSESSMENT OF REFUNDED PROJECTS

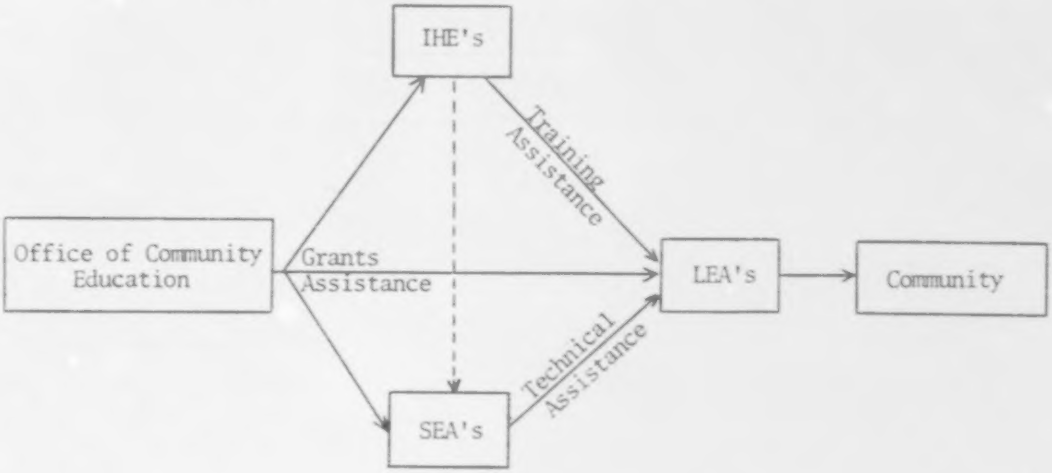
PART II

DESCRIPTION AND ASSESSMENT OF REFUNDED PROJECTS

This part of the report provides an overview of the findings regarding refunded projects and has been organized in terms of the simple schematic presented as Exhibit 20 below. It begins with a discussion of the grants to institutions of higher education (IHE's). Each of these grants was quite different, but each was to enable a college or university to provide training or assistance to state or community level personnel. The discussion of IHE's is followed by a summary of findings regarding the grants to state departments of education (SEA's). This in turn is followed by a discussion of the grants to local education agencies (LEA's). It should be recalled that a summary of these findings and the major conclusions drawn from them were presented in the main body of the Final Report.

EXHIBIT 20

Overview of Federal Community Education System



Although a detailed presentation of the study methodology appeared as Part I of this volume, a succinct version may be useful here for context purposes in understanding how the findings presented in the following chapters were obtained. Briefly, the study was organized around the comprehensive evaluation model of Stufflebeam's "Context-Input-Process-Product" approach, and a conceptual model of the community education process. With these models as conceptual and analytic springboards, the study focused on program operations at the federal, state, local and university levels. It primarily dealt with projects which were funded in FY-76 and refunded in FY-77 and to a lesser extent, with projects funded only in FY-76. Results of the survey of projects funded for only FY-76 were reported in the Final Report (Chapter 6), and are not repeated here.

In essence, a mail survey was conducted of all 93 federally funded projects in FY 76 (i.e., both refunded and single year funded); 20 refunded projects were selected (using purposive sampling criteria) for site visits. The site visit approach was to verify and supplement the information supplied on project operations and impacts gathered through mail surveys. The sites visited included 4 refunded IHE's, 5 refunded SEA's and 11 refunded LEA's. At each of these selected sites, two general groups of individuals were contacted: (1) grantee staff and associates, including staff supervisors and colleagues, and (2) direct recipients of project-related activities such as clients and other knowledgeable members of the community. The first group included school board members, superintendents, principals and teachers, colleagues and supervisors. The second group included staff of state and local agencies expected to be cooperating with the community education projects and participants in project-related activities. The latter group were randomly selected to yield representative samples at each of the sites. Because of the diversity of roles, relationships and perspectives, twelve separate questionnaires were developed for the study, nine for the grantee staff and associates group, and three for the clients and knowledgeable community members group. The mail survey yielded a 99% response rate across all refunded and single year funded projects; personal interviews and telephone interviews (of IHE and SEA clients) reached over 90% of all designated respondents. In total, data were collected from 1338 individuals.

Data analyses were conducted at several levels based on the type of study issue being investigated and the level of measurement of the data. Basic descriptive statistics such as frequencies, percents, means, and medians provided insights into patterns of results and the most frequently occurring responses. Cross-tabulations and correlation coefficients were used to detect relationships. These were applied to both impact measures and descriptive variables, such as content, input, process or activity measures. For determining the types of projects which were similar to each other, the multivariate technique of cluster analysis was used first to cluster variables into meaningful groupings, then to cluster projects on the basis of these more refined sets of dimensions. Discriminant function analyses were also used to confirm the classifications of projects to similar groups found via the clustering approach. The typologies into which the project clusters were assigned were subsequently used with selected activity and impact variables to determine if certain factors were related to the levels of impact found. The typologizing and relational analyses were conducted for SEA and LEA projects, not for IHE's due to the small number of projects in the target population. These relational analyses used the analytic tools of nonparametric and parametric correlations, analyses of variance, and similar procedures to determine if statistically significant results were present and could be attributed to certain subsets of projects.

CHAPTER 8. IHE PROJECTS: PROJECT DESCRIPTIONS AND RESULTS

A. Overview

In accordance with the Community Schools Act, grants to institutions of higher education (IHE's) are made to programs:

- to train persons planning and operating community education programs in local educational agencies;
- to train persons in state educational agencies in planning and providing developmental and technical assistance to community education programs administered by local educational agencies;
- to assess appropriate training competencies needed in local and state educational agencies for the planning and administration of community education programs, and existing training opportunities available with respect to community education; and
- to develop an appropriate training curriculum and training materials for the training of community leaders, administrators, related personnel, or community teams at local and state educational agencies.

The Community Education Program awarded a total of 13 community education project grants to IHE's during the first program year (FY 1976) and 11 during the second year (FY 1977). In both years, the total amount of funds awarded to IHE's was $425,000. The average grant the first year was $32,692 and $38,626 the second. Six IHE's were funded both years, making in total 18 different IHE's funded during the first two years of the program.

Although the specific goals of the six refunded IHE's were quite different, there were areas of common focus. Five of the six projects indicated that increasing the awareness of community education and increasing community education related skills of people in local school districts were among their major objectives. The sixth project, Texas A & M University, also focused on the area of community education awareness and skill building, but exclusively at the state education agency level. A different set of five projects indicated that increasing interagency coordination relevant to community education was also a major objective of their project. The project not included in this set, Arizona State University, focused on developing materials in the area of community education. Thus, although the six projects differed in many respects, there were areas of common purpose which permitted some meaningful comparisons to be made.

B. Project Description

In each case the federal grant was made to an institution with an established record in community education. Essentially, the grants were made to permit these institutions to implement specific activities judged useful in the context of the overall community education strategy set forth in the Community Schools Act and subsequent federal policy and regulations. These activities were a supplement to other, onsite community education endeavors supported directly by the college or university or by other funding sources.

In the case of Texas A&M University, the thrust of the project was to provide training to community education staff of state education agencies. At Arizona State University the thrust of the project was to develop materials related to community education competencies which would be useful in training at the local level. At Miami-Dade Community College the grant was to provide staff support to a citizens training academy which would service community education staff of the Dade County schools and serve as a model for the involvement of community colleges, as well as directly benefit the citizens of Dade County, Florida. The other three projects -- at Ball State University, the University of Syracuse, and the University of Virginia -- were to provide training to state and local practitioners. In each case, however, the training and technical assistance approach differed, as did the geographic scope of the areas covered. The University of Virginia primarily used a workshop format in providing training to persons in a seven-state region. Ball State, on the other hand, provided more intensive, onsite assistance to nine selected school districts in a four-state area. The project at Syracuse used a combination of training and assistance modes in providing service to schools throughout the state of New York.

The size of federal grants to the IHE's the first program year ranged from a low of $18,471 (Arizona State) to a high of $70,080 (Texas A&M), with the others falling in the $30,000 to $40,000 range. The second year the grants were only slightly higher, with the low being $19,283 and the high $77,884. The others continued in the $30,000 to $40,000 range.

In addition to federal funds, five of the IHE's reported receiving personnel or material support from institutions or organizations other than their own university for the implementation of the federally supported project. This support included staff, facilities, supplies and equipment. Four of the IHE's reported receiving all three types of support from their institution and, to a lesser degree, from their state education agency.

In three of the six IHE's, the staff spent most of their time designing and delivering training workshops and seminars; these were defined as training events centered on community education concept development or skill-building for people from a small group (two to five) of agencies or programs. Two of the IHE's put most of their time in conferences, defined as larger gatherings with people from a minimum of six different agencies and programs and which were geared mainly to increasing awareness. The sixth project spent most of its time in consultations; that is, individualized training and technical assistance to staff of one agency or program at a time.

Overall, the IHE's as a group devoted most of their time to conferences (43%). The second largest block was devoted to workshops and seminars (34%), and the third to individualized consultations (15%). The remainder of the time was spent on such other activities as materials development. The two IHE's that reported most of their time devoted to conferences, spent over 90% in this endeavor. The other IHE's divided their time somewhat more equally among the three types of activities (conferences, workshops and seminars, and individualized consultations). Arizona State (25%) and Ball State (14%) were the only projects to report devoting more than 5% of their project supported staff time to other than one of these three major types of activities.

All six projects reported they received advice or guidance from an advisory council. Half of the councils were project specific (i.e., working only with the federal community education project) and half had other responsibilities as well. On the average, the councils had been in existence for over four years, although two were started since the initial federal grant. Each had approximately nine members. Five of the IHE's project directors listed significant contributions affecting the direction or operation of the project made by the advisory council in the past year. For example, the councils had been helpful in such areas as building good community relations for the project and in helping the project staff with planning and implementing programs. In the sites which were visited, interviews with council members corroborated the project directors' reports.

Five IHE projects conducted an initial needs assessment specifically for the community education project. Four of these projects involved persons from SEA's, LEA's and other agencies in conducting the assessment.

Five IHE's (excepting Texas A&M) reported that they had provided training and technical assistance to an average of 13 LEA's each since July 1976. All five offered training and assistance in community education project administration and materials development and/or acquisition. Four reported they provided assistance in the areas of project planning, citizen and community involvement, coordination of interagency resources, and needs assessment techniques. Project funding and evaluation techniques were covered by three IHE's each.

In answer to specific questions about conferences and training workshops, three IHE project directors felt it was illogical to separate those activities and reported everything under the topic of conferences. It appears that this information is best combined and reported as one type of activity. All six IHE's reported sponsoring conferences or workshops. Individual IHE's sponsored between 5 and 46 conferences/workshops, each averaging 2 days in duration. A total number of abour 4,500 persons attended these events. For projects reporting conferences and workshops separately, the average attendance at conferences was 40 and at workshops 25.

C. Impacts of IHE Projects

As a result of the federal grant activities, various impacts were produced. A review of project proposals and the responses to the survey questionnaires reveals that project impacts may be conceived as being of two basic types. The first were impacts to the educational and organizational systems in which the projects operated; and second were impacts on individual recipients of training and other direct assistance. Data on the impacts of IHE projects are presented in terms of these two categories below.

1. Educational and Organizational Impacts

The project directors of all six IHE's reported that changes for the better had occurred in various areas as a result of their projects. These areas of improvement included the attitudes of SEA staff, university and college faculty and staff, and LEA staff and community leaders toward community education. Improvement was also noted in the amount of interagency cooperation between IHE's and state agencies and associations, both public and private. A total of 34 persons on the IHE projects' staff or otherwise associated with the projects were also interviewed at the four visited sites. They concurred with the project directors' assessment of these changes for the better, although two associates noted some change for the worse in SEA staff attitudes toward community education and in cooperation between the IHE and SEA.

The four IHE's which listed as an objective "to work with LEA's in beginning and expanding community education programs" reported 34 new and 36 expanded projects because of their federally supported projects. The range among the four IHE's was 2-25 new projects, and from 1-20 expanded projects. The median in each of these categories was 3.5 and 7.5 projects, respectively.

Other impacts cited by project directors included policy supportive of community education (3 project directors), and new or increased funding by their university for community education (2 directors). In addition, responding to an open-ended question seeking their assessment of the major impacts of their project, the project directors mentioned the following:

- More trained LEA leaders (mentioned 3 times)
- Trained leaders in other agencies (mentioned 2 times)
- More awareness of community education in other agencies (mentioned 3 times)
- More interagency cooperation at the local level (mentioned 3 times).

At the four visited IHE's, the 34 associates* were asked if they thought there were any significant benefits accruing from the project to the college or university. This was an open-ended interview question, and 33 associates did respond by mentioning specific impacts of the project on the IHE. Results of analyzing their responses are presented below as Exhibit 21.

EXHIBIT 21

IMPACTS OF IHE PROJECTS REFUNDED IN 1977 ON THEIR COLLEGE OR UNIVERSITY

Type of Impact	Number	Percent*
• More direct contact with LEA's and local communities	16	48.5
• Increased prestige or credibility for the university	9	27.3
• Qualitatively better programs	9	27.3
• More resources devoted to community education	5	15.2
• Community education concepts integrated with other courses	4	12.1
Number of Associates Responding	33	100.0%

*Due to multiple response, percentages do not equal 100%.

These associates were also asked if they had noted any negative effects on the grantee from the project, and eight of the 34 (24%) responded by indicating they were aware of negative effects. Their comments tended to be too different to categorize; the only apparent theme was that there was some heightened conflict with other university departments.

Finally, project directors were given the goals and objectives listed in their first year grant proposals and were asked to indicate on a five-point scale the extent to which each had been achieved. All six project directors responded, and overall they reported that most (85%) of the first year objectives had been accomplished or almost accomplished. Some progress had been made on 8% of the objectives, and there had been a little progress made on 8%; none had not been addressed at all. The most frequent explanation offered for making little progress on an objective was that people at the local level were less responsive than expected.

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*Defined earlier as project personnel and university staff.

At the project level, each director reported making at least some progress on well over half of their objectives, and 33% (2) reported having fully accomplished all of their objectives for the first year. Another 33% said they accomplished or almost accomplished them all.

A summary of the project directors' assessments of progress in accomplishing their project's specific goals and objectives is presented as Exhibit 22 below.

EXHIBIT 22

SUMMARY OF THE IHE PROJECT DIRECTOR'S ASSESSMENTS OF THE EXTENT TO WHICH EACH OF THIER PROJECT OBJECTIVES FOR THE FIRST YEAR WAS ACCOMPLISHED

	EXTENT OF ACCOMPLISHMENT				
	Not Addressed	A Little Progress	Some Progress	Almost Accomplished	Accomplished
Percent of Project Objectives (n = 65 objectives)	0%	8%	8%	22%	63%
Percent of Projects Reporting 1 or more Objectives (n = 6 projects)	0%	33%	33%	67%	100%

2. Impacts on Individual Clients

At the four visited projects, a total of 197 persons were randomly selected from lists of clients provided by the project staff. These clients were then called by phone, with a sufficient number of clients from each project selected to permit generalizations at the project level. The number of calls ranged from 43 to 55 clients per project.*

As a check on the validity and reliability of information supplied, the interviews began with the 197 clients first being asked if they recalled receiving training assistance from the IHE. Only four did not think they had, and five were not sure whether they received such assistance. Interviews with these nine people were terminated and the following discussion is based on information provided by the 188 persons who were aware that they had received training or assistance through the IHE's. According to these respondents, the amoung of training or assistance they received ranged from one to 128 days and averaged five days per person. The average across the four IHE's ranged from 3.5 to 7.5 days, with clients from the University of Virginia project having received considerably more days of training than the clients of the other IHE's.

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*The size of the sample independently drawn from each project's universe of clients yielded a 10% sampling error at the 90% confidence interval about a population proportion of .5. The actual sample sizes were: Ball State -45, Miami-Dade -54, Syracuse -43, and University of Virginia -55.

Overall, most clients were staff of state and community agencies (36%), concerned community citizens (26%), or community education staff of local school districts (19%). Ball State, Miami-Dade, and Syracuse Universities drew most of their clients from the first two groups; that is, 79% of Miami-Dade's, 74% of Ball State's and 64% of Syracuse's clients were either agency staff or concerned citizens. Syracuse University's third largest group of clients was LEA project staff (19%), for Ball State it was LEA staff persons other than community education project staff (21%) and for Miami-Dade it was a mixture of persons that could not be categorized under any one heading (15%). The University of Virginia clients were somewhat different from the others in terms of these groupings. The largest group of clients there was local school district community education staff (45%), followed equally by other LEA staff, related agency staff, and concerned citizens (17% each).

At the time of the survey, 54% of the IHE's clients were involved in a community education project. Two IHE's had less than 50% of their clients currently involved in a community education project (Miami-Dade and Ball State), and two had over 50% so involved (University of Virginia and Syracuse University).

Clients reported receiving training and assistance in a variety of community education related topics. The following table shows the topics and the number of clients in each.

EXHIBIT 23

MAJOR TOPIC AREAS COVERED BY IHE TRAINING

Topic	Clients	Percent
Community Education Project Planning	161	85.6%
Citizen/Community Involvement in Community Education	159	84.6%
Coordination of Interagency Resources	154	81.9%
Needs Assessment Techniques	146	77.7%
Development/Acquisition of Community Education Materials	112	59.6%
Community Education Project Non-Federal Funding	108	57.5%
Applying for Federal Community Education Funds	105	55.9%
Other (mainly citizenship training at Miami-Dade)	37	19.7%

Analysis of the survey data showed that there was a statistically significant difference among clients of different projects with respect to the breadth of topics in which they received training and assistance.* Post hoc comparisons between all combinations of projects showed significant differences between the University of Virginia and both Ball State and Syracuse University, and between Syracuse University and Miami-Dade. Further analysis showed that the University of Virginia and Miami-Dade tended to cover a significantly more narrow spectrum of training topics with each client than did Syracuse University and Ball State.

Clients were asked to rate the utility of the training and assistance which they received on a 5-point scale (see Exhibit 24). Overall, responding clients rated the utility of training as having a mean of 3.6 on the 5-point scale. Individually, IHE's received mean ratings that ranged from 3.15 to 3.85. Thus, the clients of each project reported they found the training and assistance they received to have been between "of some value" and "quite helpful."

EXHIBIT 24

OVERALL UTILITY OF IHE TRAINING AND ASSISTANCE AS RATED BY CLIENTS

	1	2	3	4	5
	Of no Value	Of little Value	Of Some Value	Quite Helpful	Critical to Your Efforts
No. Clients (n=184)	5 (3%)	15 (8%)	37 (20%)	110 (60%)	17 (9%)

As before, analyses were performed to determine whether there were significant differences among projects with respect to client ratings of the usefulness of training.

It was found that the clients of Syracuse University, the University of Virginia, and Miami-Dade rated their training significantly higher statistically, and thus more useful than did the clients of Ball State University.

In looking at various factors which may have been related to client ratings of their assistance, Spearman rank-difference correlation coefficients were found for: (1) the number of days of training versus the utility rating; (2) whether or not a client was currently involved in a community education project versus the utility ratings, and (3) breadth of training topics covered versus the utility rating. All three relationships were found to be significant at the .1 level. More specifically, it was found that the greater number of days a client participated, the more likely the client was to give the training and assistance a high rating. It was also found that in most cases the higher the percentage of clients who were currently involved in a community education project, the higher the rating given the assistance provided by the University.* Thirdly, it was found that the IHE's which covered the most narrow spectrum of topics with each client tended to receive higher ratings of the assistance supplied.

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*Kruskal-Wallis one-way analysis of variance; 3 df; critical value z = 2.49, alpha = .1.

To further investigate the impacts of project-provided training and assistance, clients were asked if they were doing anything new or different as a direct result of the assistance they received; 61% said they were. Furthermore, most of those responding positively gave clear examples of the new ideas or skills they were implementing as a result of assistance they received. The most frequently mentioned examples are summarized in Exhibit 25 below.

EXHIBIT 25

EXAMPLES GIVEN BY CLIENTS OF IHE PROJECTS OF IMPACTS RESULTING FROM THEIR TRAINING OR ASSISTANCE

Impact	No. of Clients (N=183)	Percent
• Coordination of interagency resources	35	18.6%
• Community education program planning	29	15.4%
• Citizen/community involvement in community education	21	11.2%
• Community education project funding	14	7.5%
• Gaining support for community education	13	6.9%
• Community education project administration/leadership	11	5.9%
• Needs Assessment Techniques	8	4.3%

It should be noted that the three most frequently cited types of examples are identical to the three training categories that most clients indicated were included in the assistance they received. It is also of note that there was no significant difference among

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[*] Thus, the slightly lower overall rating given to Ball State could be attributable to the type of trainee; the difference in utility scores is, therefore, not necessarily reflection of the quality of actual training/assistance events.

projects with respect to whether their clients cited specific examples of having done anything differently as a result of training received. There was, however, a significant relationship between whether or not a client was currently involved in a community education project and the ability to site specific examples. As would be expected, the clients who were involved in a community education project were more likely to cite examples.

D. Summary

The responses from the project directors, other associated individuals at the four visited sites, and a random sample of recipients of training and technical assistance combine to suggest that the IHE projects were effective in their broad objective of increasing awareness and skill levels with respect to community education. In addition, the project directors reported that they accomplished most (85%) of their project specific objectives, and they reported that there had been some positive impacts at the institutional level as well.

Interviews with IHE clients tended to support the project directors' and associates' impressions. They gave the training they received from the IHE's a good rating, indicating that the assistance had been of at least some value. The examples they gave of the new ideas and skills they received corroborated the project staffs' report.

CHAPTER 9. DESCRIPTION OF REFUNDED SEA PROJECTS

A. Overview

The Community Schools Act authorizes grants to state education agencies (SEA's) to:

- plan and provide developmental and technical assistance to one or more community education programs; and to
- plan, establish, expand, improve or maintain one or more community education programs which they directly administer through public elementary or secondary schools.

The Office of Community Education awarded 32 project grants to SEA's in FY 1976 and 33 in FY 1977. In total, 38 different SEA projects received grants during the first two years of federal funding, and 27 received grants for both years.

All of the project grants were within the general category of planning and providing developmental and technical assistance. Indeed, in 1976 only one SEA applied for funds to administer a project directly. Furthermore, over 90% of the 26 project directors surveyed reported that: (a) increasing skills and awareness and (b) increasing the number of community education projects in their state were among their major project objectives.

Exhibit 26 below provides a summary of the emphases or major objectives of the refunded SEA community education projects.

EXHIBIT 26

SUMMARY OF MAJOR OBJECTIVES OF REFUNDED SEA PROJECTS

OBJECTIVE	NO. PROJECTS CITING	PERCENT OF PROJECTS *
Increasing the awareness of community education among people in LEA's	25	96
Increasing the community education related skills of people in LEA's	25	96
Increasing the awareness of community education among people in state agencies	23	88
Increasing the community education related skills of people in state agencies	13	50
Increasing the number of local community education projects in the state/region	24	92
Securing favorable state legislation	10	38
Improving state planning regarding community education	21	81
Increasing interagency coordination relevant to community education	24	92
Developing curriculum/material	10	38
Other	8	31

* Directors were instructed to check all that applied and to specify other objectives; thus percentages total more than 100%.

When asked about the project objectives that they considered most important, over half (54%) of the project directors cited one of the two mentioned above the most important objective. More specifically of those who identified a single most important objective, 40% said the most important was to increase the number of local community education projects in their state, 33% said it was to increase the awareness of community education among people in local school districts, and 20% said it was to increase the level of community education related skills among local people. The remaining director said that his most important objective was to increase the awareness of community education among people in state agencies.

Although the SEA projects generally had similar purposes, they also differed along several dimensions. Indeed, when using thirteen context, input and process variables to typologize the 26 SEA refunded projects, eight fairly divergent clusters of projects were found*. As described more fully below, the projects could be distinguished from each other on the basis of size, objectives, existence of programs in the state before the federal grant was made, and other reported variables.

B. Project Setting

The refunded SEA projects were in states generally representative of the entire United States. Approximately half of the states in each of the four major U.S. Census regions were included: nine (56%) of the southern states, eight (62%) of the western states, six (50%) of the north central states, and four (44%) of the northeastern states. In addition to regional dispersion, the refunded projects were in states which were heavily urban (e.g., New Jersey), very rural (e.g., Idaho) and various gradations in between (e.g., Ohio and Tennessee). They also included a representative mix in terms of population size (e.g., from Alaska through Iowa to New York and California) and number of operating school districts (e.g., from 17 in Nevada to over 1,000 in California).

Organizationally, all 26 of the responding projects were a part of a state education agency, with 16 (62%) located within a larger community education program. Although there was some variation across the states, typically the projects were part of the large organizational unit responsible for adult and continuing education. Exceptions to this tendency included New Hampshire, Oregon and Arizona whose projects were part of the governor's office, the SEA's community college division, and the career and vocational education division, respectively.

When the initial federal grants were made in July 1976, slightly over half (15) of the SEA's surveyed had a state Office of Community Education and at least some ongoing activity, but most (16) did not have a state plan or policy statement, and only seven of the refunded states had community education legislation. In part because of project staff and activities, a year and a half later (January 1978), 25% of those without a plan or a policy had one written and adopted, and another 25% had one written but not yet approved. In addition, in one of the states with a newly approved state policy, a line item for community education existed in the state budget. In another state, one with neither officially adopted plans nor policy, community education legislation was pending.

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* As discussed later in this chapter, the eighth "cluster" contained one project and was dropped from subsequent analyses.

Of the 15 SEA's with community education offices prior to the federal grant, eight had been established between 1968 and 1974, and the others were less than two years old. In these SEA's the project grant generally increased the intensity or scope of pre-existing efforts, rather than initiating entirely new areas of activity.

In each of the 26 states there was at least one local school district with an ongoing community education program at the time of the first federal grant in 1976. Across these states, the median number of districts with community education projects prior to July 1976 was 17, although the number per state varied from one to 221. Proportionately, this represented from 2% to 86% of the local school districts in these states, with the median level being 16% of the districts having a community education program prior to the award of the first federal grant.

C. Project Inputs

Each year the total amount of federal funds granted to all SEA projects was $1,564,000. Across the 32 projects funded the first year, the average grant was $48,875; the average for the 33 projects funded the second year was $47,394.

The amount awarded to the 26 refunded projects was not substantially different from the overall average in either year. The first year the average amount awarded to the refunded projects was $48,686, and the average for the second year was $46,647.* The largest grant to one of the refunded projects the first year was $81,800 and the smallest was $22,673. The second year the range was slightly smaller, with the largest receiving a grant of $71,206 and the smallest a grant of $27,404. In both years, the amount of the grant received by most projects was somewhat less than they requested. More specifically, 58% (15) of the refunded projects in the first year and 77% (20) in the second received less federal funds than they requested, tending to result in some modifications in initially proposed program plans in most projects.

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*Median amounts were $45,520 and $43,358 for years one and two, respectively. On a project-by-project basis, the amount received as an average of the two years' funding was $43,450.

Although most projects did not receive as large a federal grant as they requested, several did not expend all or almost all of their federal funds during the first year. In fact, on the average, 85% of the federal funds granted were expended according to reporting projects. However, only 74% (20) of the 27 refunded projects provided expenditure data for the first program year,* and of these, 70% (14) reported they expended 90% or more of their grant. Of the remaining six projects, one expended 53%, one 69% and the others between 80% and 89% of their federal funds. Across the fifteen projects which reported that they expended any federal dollars for project personnel, 47% of the federal funds were used for this purpose. Considering that some initial delays in project staffing are inevitable in almost all programs, the overall expenditure-to-grant ratio of 85% is considered to be relatively high.

The Community Schools Act required that federal funds be supplemented with non-federal contributions which could be either in cash or in kind. According to the Act, the amount required was to be a percent of the total project budget. Specifically, the non-federal share was to be 20% of the cost to establish a new community education program, 35% of the cost to expand or improve a community education program for the first year in which it was assisted by the Act and 45% for any year thereafter, and 60% of the cost to maintain or carry out an existing program.

After discussion with appropriate officials and reviewing program files, it became apparent that neither the amount of non-federal share expected nor the amount provided was consistently available. Grant documents and other materials made available by USOE did not indicate the required or the promised amount of non-federal share in most of the projects whose budgets were modified during the grant negotiation process. At the federal level, budget negotiations and grant correspondence focused almost exclusively on the federal share. Several project directors indicated they had no information on non-federal project expenditures and expressed confusion over their responsibilities in this regard.

Nevertheless, 81% (21) of the reporting projects provided some data on the amount of non-federal contributions expended during the first program year. Across these projects, the mean reported non-federal expenditure the first year was $17,996, with the least and the greatest reported expenditures being $2,280 and $63,830, respectively. Although most of the non-federal share was provided by the sponsoring SEA's, 54% (14) reported that they received personnel or material support from other institutions. Most frequently cited in this regard were other state agencies and colleges and universities, with 42% (11) of the 26 reporting projects receiving staff support and 35% (9) receiving materials and equipment from outside the SEA.

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*Even fewer (17) provided any of the requested information on the first quarter of the second project year.

In addition to staff, material and cash support, the projects received varying amounts of training and technical assistance. As summarized in Exhibit 27 below, 96% of the SEA directors received training provided by Texas A&M University and 65% also received training from other colleges and universities. The Texas A&M training was the result of a federal grant awarded specifically for this purpose. The colleges and universities providing training to twelve (71%) of the seventeen projects which received such training included recipients of federal community education grants. According to most SEA directors, the training was a valuable contribution to project operations.

EXHIBIT 27

SUMMARY OF SHORT-TERM COMMUNITY EDUCATION TRAINING RECEIVED FROM COLLEGES/UNIVERSITIES BY SEA PROJECT DIRECTORS

TRAINING SPONSOR	NO. TRAINED	OVERALL ASSESSMENT	NO. CITING SPECIFIC INFLUENCE ON PROJECT PRACTICE	MOST FREQUENTLY CITED AREAS OF TRAINING INFLUENCE
Texas A&M	25 (96%)	"Quite helpful" or "critical" to their efforts: 84% (21)	14 (54%)	• Acquisition of community education materials - 28% (7) • Advisory Council organization and processes - 24% (6)
Other colleges/ Universities	17 (65%)	"Quite helpful" or "critical" to their efforts: 76% (13)	10 (59%)	• Interagency cooperation (incl. IHE/SEA relations) - 29% (5) • General methods in teaching - 29% (5) • Providing training and technical assistance - 24% (6)

Another source of training and technical assistance was the Community Education Program and each project director was asked: "How would you characterize the support/assistance (in addition to money) you have received from the U.S. Office of Community Education?" As indicated in Exhibit 28, almost all the SEA directors reported that there was considerable interaction with CEP and that this had a beneficial effect on the project.

EXHIBIT 28

SEA PROJECT DIRECTORS' ASSESSMENT OF SUPPORT FROM USOE

ASSESSMENT	NO.	PERCENT OF SEA's
1. There was virtually no interaction.	0	0
2. There was occasional interaction but no substantial support or assistance.	0	0
3. There was occasional interaction but it has generally had a neutral effect on the project (e.g., took time away from other things).	1	4
4. There was considerable interaction which has generally had a neutral to positive effect on the project.	14	56
5. There was considerable interaction which has generally been of great assistance to the project.	10	40
TOTAL (excluding 1 no response) Mean Response Score = 4.36	25	100

D. Project Operations

According to the project directors, in 73% (19) of the projects people from outside the SEA were involved in preparing the initial project proposals and in 77% (20) of the projects a formal needs assessment had been made prior to the start of project activity. As previously indicated, 58% (15) of the project grants were made to SEA's with pre-existing community education programs, about half (8) of which were more than two years old*. Because of the project grants, the pre-existing efforts in these states were modified and expanded. Specifically:

- The number of staff increased in 67% (1) of the programs.
- The number of persons served increased in 93% (14) of the programs.
- The geographic area covered increased in 33% (5) of the programs.
- The services offered increased in 93% (14) of the programs.
- Interagency and interdepartmental coordination increased in 87% (13) of the programs.

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*The oldest was established in 1968.

The staff of most of the projects consisted of one full-time professional and a full-time or part-time secretary, although eight of the projects involved two or three professional staff on at least a part-time basis. At the five SEA projects visited for this study, there were a total of twelve project staff. On the average, they devoted 36% of their work time to community education, although the range was from five percent to full-time. However, because of the confusion in some projects about the category of non-federal share, the basis for counts of project staff was not always clear; thus, some projects may not have utilized the same reporting basis as did others, thereby affecting the quality of this information.

Typically the project directors had work experience within the SEA prior to assuming responsibility for the project. Half (13) of the reporting directors had been with the agency for two or more years, and only three had been an SEA employee for less than a year. Further, at the time of the survey 81% (21) of them had been the project director for over a full year, most of them since the inception of federal funding. Discussion and observations made during the five site visits suggest that a knowledge of the state system and contacts in several agencies may be important attributes of project directors.

Most (69%) of the project directors reported that 75% or more of project staff time was devoted to planning and implementing conferences, workshops and individual consultations, with staff in 58% of the projects devoting between a quarter and a half of their time to individual consultations. On the average, the project staff devoted 40% of their time to providing training and technical assistance to individual school districts or other community education programs (i.e., individual consultations). Nineteen percent of their time was spent on preparing and providing training workshops, generally with the objective of building community education skills among representatives of from two to five state or local agencies. An additional 18% of staff time was devoted to providing conferences for relatively large groups, typically with the objective of increasing the participants' awareness and understanding of community education. The remaining time (23%) was generally spent on such other activities as furthering interagency cooperation and the development of community education curriculum and training materials.

Turning to the role of advisory councils in project operations, the Community Schools Act requires that all SEA projects provide for the active and continuous involvement, on an advisory basis, of broadly representative institutions, groups, and individuals in the planning, implementation and evaluation of program services and activities. In complying with this requirement, nineteen (73%) of the refunded projects had advisory councils, and the others used informal procedures to secure outside advice. Of the 19 councils, seven were solely concerned with community education and 12 had broader program responsibilities. On the average, the councils had 17 members, and represented a broad cross-section of state and local officials and community members.

In some cases the advisory councils appear to have made a significant contribution to the operation of the project and to the development of community education in the state. In other cases, however, the councils were perfunctory at best. Of the 19 project directors who worked with advisory councils, 74% (14) responded positively to the question: "Can you think of any significant contributions they (the councils) have made which have affected the direction or operation of the project in the past 12 months"? Furthermore, each of these directors provided at least one example of a "significant contribution."

In several of the projects the examples provided a clear indication of an active and significant council. For example, in one state the council recommended revised community education legislation and met with legislative committees. In another, the council "developed a set of guidelines for Community Education assisted by the State staff," and "developed a position paper for possible adoption by the State Board of Education, and developed a plan for media awareness."

In some of the other cases, however, the significance of the council's role was considerably less clear. In one state the council helped "in the identification of needed technical assistance for LEA's," and in another provided "input into the new project proposal." Other examples of council contributions which may indeed, have been meaningful, include: "created impetus for publication of statewide newsletter on community education concepts and programs," "have helped to provide legitimacy to community education (and) have opened doors for presentations to be made to the particular group they represent," and "has begun the development of a State Plan for C.E."

E. Project Types

One of the analytic goals of the study was to identify meaningful types or clusters of projects. This would answer the first study question, "How might community education projects be typologized?", and would provide a basis for determining whether there were important differences across types in terms of project results. In essence, 13 context, input, and process variables taken from information supplied by project directors were used to typologize the 26 SEA projects. As discussed below, seven fairly divergent clusters of projects were found, each containing from two to five SEA's.

1. Method Used in Clustering Projects

In view of the small number of projects (26) and the diversity of variables or types of information which could be used to describe them, a series of analytic stages were used to create the typology. Briefly, listings of context, input, process, activity, and impact variables were assembled from the information available in project director survey form from refunded projects.* Each of these sets were reviewed for their usefulness in understanding project operations.

The basic technique used to create the typology was that of cluster analyses, and a particular version of it, hierarchical (or single linkage grouping) cluster analysis. In general approach the technique resembles the more familiar factor analysis.

Two stages of cluster analysis were performed: one to cluster similar variables and one to cluster similar SEA projects. The purpose of the first stage was to reduce the potential overlap among sets of variables. The likelihood existed that too many variables which tapped the same aspect of background variables or inputs might be represented, thus reducing the chance to represent fairly the full gamut of project characteristics. Separate cluster analyses were performed for sets of designated process and activity variables. The within-cluster grouping error, at the stage of clustering process variables which was considered optimal, was 13.46; for clustering activity variables, it was 12.20.

The activity variables which emerged from that cluster analyses were not found to be useful as a basis for clustering projects, and were not used further. However, an overall set of clustering variables was assembled from the process cluster analysis, together with several context and input variables which measured other relevant dimensions and were too few to include in a separate cluster analysis.

The set of 13 variables which emerged from using the cluster analysis technique covered a wide range of project characteristics and as such were believed to yield a strong set of descriptive measures. These variables, together with the procedures used in forming each, are listed in Exhibit 30. With this step complete, the same analytic technique was used to cluster projects in terms of their similarity across the set of 13 variables. The project clusters which resulted are presented in Exhibit 29 and discussed on page 97 . The within-clusters grouping error for the project clusters was 17.08.

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*The listings were based on the community education conceptual model presented in Part I (Exhibit 1).

EXHIBIT 29

SEA PROJECT CLUSTERS FORMED FROM CLUSTER ANALYSES

NAMES OF SEA's	SEA PROJECT CLUSTERS (SPC)	NUMBER INCLUDED
		(n = 25)*
Alabama, California, Illinois, New York, South Carolina	1	5
Alaska, Utah	2	2
Arizona, Colorado, Florida	3	3
Idaho, Maryland, Nevada	4	3
Iowa, Minnesota, New Jersey, Virginia	5	4
Kentucky, Ohio, Oregon, Wisconsin	6	4
Louisiana, New Hampshire, Rhode Island, Tennessee	7	4

*Unassigned to any project cluster -Arkansas

EXHIBIT 30

VARIABLES USED FOR TYPOLOGIZING SEA PROJECTS INTO CLUSTERS

Number & Name of Variable	How Formed
S1 SEA-Institutional Coordination and Cooperation Prior to July 1976	Seven-item summed (yes, no) composite of: participation in inter-agency councils, and joint regional committees: mutual referral of clients; shared facilities; shared equipment/materials; shared personnel for project; joint funding for projects
S2 Proportion of LEA projects in State	The ratio of: number of LEA's in state having a CE program prior to July 1, 1976 and number of LEA's in state
S3 Number of LEA's in State	Data gathered for each state
S4 Most Important SEA Project Objective	Project director survey item (11 alternatives including other)
S5 Percent of Time Not spent by Project Staff in Training and Technical Assistance	Project director survey item (0-100 % scale)
S6 Goal Emphasis	Data gathered and coded as: 1 = Technical Assistance; 2 = Network Building; 3 = Both
S7 Extent of Involvement in Initial Proposal Development	Four-item summed composite of four-point involvement rating scale scores across participant categories of: SEA staff, other state agencies, state CE associations, school district CE coordinators
S8 Presence of CE Plan or Position Paper for State Prior to July 1976 OCE Grant Award	No-Yes project director survey item (2-point scale)
S9 Presence of State Legislation on CE approved prior to 1976 OCE Grant Award	No-Yes project director survey item (2-point scale)
S10 Personnel or Material Support Received from Institutions/Organizations since July 1976 (Other than OCE or from within SEA)	No-Yes project director survey item (2-point scale)
S11 Knowledge of SEA *	Three-item summed composite of: (a) extent of involvement in initial needs assessment (a four-point rating scale summed across the participant categories mentioned in variable S7 above, (b) months project director employed by sponsoring institution (c) months as director of federally-supported CE project
S12 Percent of Time Spent in Consultations since July 1976 *	Project director survey item (0-100 %)
S13 Percent of Time Spent in Conferences and Workshops/Seminars *	Project director survey items (0-100 %)

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* Retained from process variable cluster analysis; all others represent key or special background variables.

2. Results of SEA Project Cluster Analyses

Eight clusters were formed from grouping the 26 projects. However, the Arkansas SEA was so divergent from the other seven clusters that it was treated separately (being the only project in its cluster) and was excluded from further analyses. How it differed from the other clusters is described on page 100. The other clusters varied in size and contained from two (cluster 2) to five projects (cluster 1).

The eight clusters could have been reduced to seven or fewer by carrying the clustering process further, but less homogenous (or dissimilar) and harder to interpret groupings would have resulted. This stage was therefore considered optimal.

As a type of cross-check on the results, the clustering strategy assigned the five SEA's which were visited for personal interview purposes to four of the seven utilized clusters. This is almost optimal and confirms the site visitation sampling design, which was to select highly divergent SEA's and thus contact a generally representative cross-section for in-depth information. Conversely, since almost every visited SEA was assigned to a different project cluster, the clustering results appear to be sound on that basis.

Looking further at the seven project clusters, Exhibit 31 presents median scores* for each of the 13 variables used to typologize projects (coded as S1 to S13; the names of these variables are found in Exhibit 30. Using the highest and lowest median scores, the distinguishing characteristics of the SEA project clusters (abbreviated as SPC 1, 2. . . etc.) appear to be the following:

- SPC 1 - has the greatest median number of LEA's (737) in the states being clustered (i.e., the S3 variable), the second greatest median score on the S11 variable, knowledge of SEA, and the second greatest amount of time (actually a percentage) spent in conferences, workshops and seminars (S13). It is lowest in its 21% of time spent in consultations (S12).

- SPC 2 - has the greatest proportion of LEA's in states with a community education program existing prior to July 1976; the second smallest number of LEA's in the states represented; typically stated its most important project objective was to increase awareness of community education among LEA representatives (whereas other clusters stressed other objectives); spent the second lowest percentage of time of all clusters in conferences, workshops and seminars; and had the second highest involvement on the federal proposal development composite score.

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*Due to the small number of projects per cluster and the skewed distributions of certain variables, medians rather than means seem appropriate to use here for descriptive purposes.

EXHIBIT 31

MEDIAN SCORES OF CLUSTERING VARIABLES BY SEA PROJECT CLUSTERS (SPC)

Variable Number	SPC 1 (n = 5)	SPC 2 (n = 2)	SPC 3 (n = 3)	SPC 4 (n = 3)	SPC 5 (n = 4)	SPC 6 (n = 4)	SPC 7 (n = 4)
S1	7.33	11.00	12.00	9.00	10.00	8.50	9.50
S2	0.05	0.86	0.13	0.52	0.07	0.04	0.04
S3	737.00	46.00	181.00	24.00	443.50	383.50	70.50
S4	3.00	1.00	3.50	3.00	3.00	3.00	5.50
S5	25.00	47.50	10.00	27.50	7.50	20.00	25.50
S6	1.33	2.00	1.50	1.00	1.33	2.50	1.50
S7	12.00	10.00	12.00	7.00	4.00	2.67	8.00
S8	1.00	2.00	2.00	1.25	1.17	0.00	1.00
S9	1.12	2.00	2.00	1.00	1.17	1.83	1.00
S10	1.20	1.00	2.00	1.25	1.00	1.00	2.00
S11	81.00	31.00	125.00	4.00	35.00	26.50	37.50
S12	21.25	37.50	35.00	25.00	80.00	35.00	52.50
S13	51.25	15.00	52.50	40.00	12.50	50.00	18.00

- SPC 3 - has the highest reported level of pre-1976 institutional coordination and cooperation, was identical to the SPC 1 cluster in having the highest extent of involvement in initial federal proposal development activities; has the highest knowledge of SEA operations; and also spent the most time (52%) in conferences, workshops and seminars.

- SPC 4 - has the second greatest proportion of pre-1976 operating LEA's relative to total LEA's in the state, has the smallest number of LEA's in its states; tied with SPC 7 for having the least proportion of states not having state legislation on community education approved prior to the July 1976 federal grant award, and has the lowest score of all clusters on the knowledge of SEA composite index.

- SPC 5 - has the second largest number of LEA's in its states, typically considers its most important project objective to be increasing awareness of community education among state agency representatives, has not received personnel or material support from institutions or organizations since 1976, has the second lowest involvement in federal proposal development scores, and spent the most time of all clusters in consultations (80%).

- SPC 6 - has the widest goal emphasis, tending to use both technical assistance and network building, had the second largest mean number of LEA's (384) and the lowest proportion of pre-1976 LEA programs in its states, and the lowest involvement in federal proposal development score.

- SPC 7 - has the lowest proportion of pre-1976 LEA's with a community education program relative to the number of LEA's in the state (as did SPC 6), did not have pre-1976 state legislature-approved CE legislation, did not have a CE plan or position paper for the state prior to the federal grant award, primarily stressed the two objectives of: (a) increasing the number of local projects in the state, and (b) securing favorable state legislation, and had the second highest percent of time spent by project staff in activities other than training and technical assistance.

The variables which most differentiated the seven clusters of projects were the following: (1) personnel or material support received from institutions/organizations, (2) percent of time spent in conferences and workshops/seminars, (3) proportion of LEA projects in the state and (4) knowledge of SEA.

Arkansas was assigned to its own cluster by the analytic technique because it was statistically divergent from the other SEA's (although fairly close to the SPC 2 cluster), and differed from the other clusters in: (a) stressing both technical assistance and network building, and (b) having only 4.4% of its LEA projects operating in the state prior to July 1976. Its data were in the middle of several variables' distributions, yet was not particularly close to the other SEA's data. It did resemble the SPC 2 cluster in its knowledge of SEA score (34 vs. 31 for SPC 2) and percent of time spent in consultation (40 vs 37.5).

The project clusters were highly divergent from each other using the variables jointly and separately on 10 of the 13 variables.* One-way univariate analyses of variances indicated that only the S1 (coordination and cooperation), S4 (most importnat SEA project objective) and S6 variables (goal emphasis) did not significantly differentiate the seven clusters from each other when these three variables were used separately.** In fact, the generally clear separation of the clusters can be seen by examining Exhibit 32.

Exhibit 32 is a plot of the first two weighted linear composite scores across the 12 "best" variables) obtained from a multiple group (seven cluster) discriminant function analysis. This multivariate technique was used as another strategy of classifying SEA's but only to confirm the results of the cluster analysis and was not the primary technique. However, Exhibit 32 does indicate the wide separation of SEA clusters 1, 2, 4, 5 and 7. Clusters 3 and 6, and clusters 2 and 4 were not statistically significant from each other (multivariate F ratios of 1.61 and 1.75, respectively, with 12, 7 degrees of freedom). However, separation of all other pairs of clusters was statistically significant. It also should be added that all SEA projects were classified, on the basis of the clustering variables, to the same cluster to which they were assigned on the basis of the cluster analysis strategy. This represented 100% classification accuracy, and supports the seven project clusters previously shown in Exhibit 29 (page 95).

F. Summary

As described above, the 26 refunded SEA projects shared the same broad purpose of providing developmental and technical assistance to local school districts in their states, with most also including the development of state level support and increasing interagency cooperation among their major project objectives. To accomplish these objectives, the projects varied in terms of staff, financial resources, and the bureaucratic and policy context with which they had to deal. After an analysis of a larger group of context, input and process variables, a set of 32 were used to typologize the 26 SEA's. Seven fairly divergent clusters of projects emerged. Following an overall summary in the chapter which follows, their relationship to levels of activity and various other project results will be discussed.

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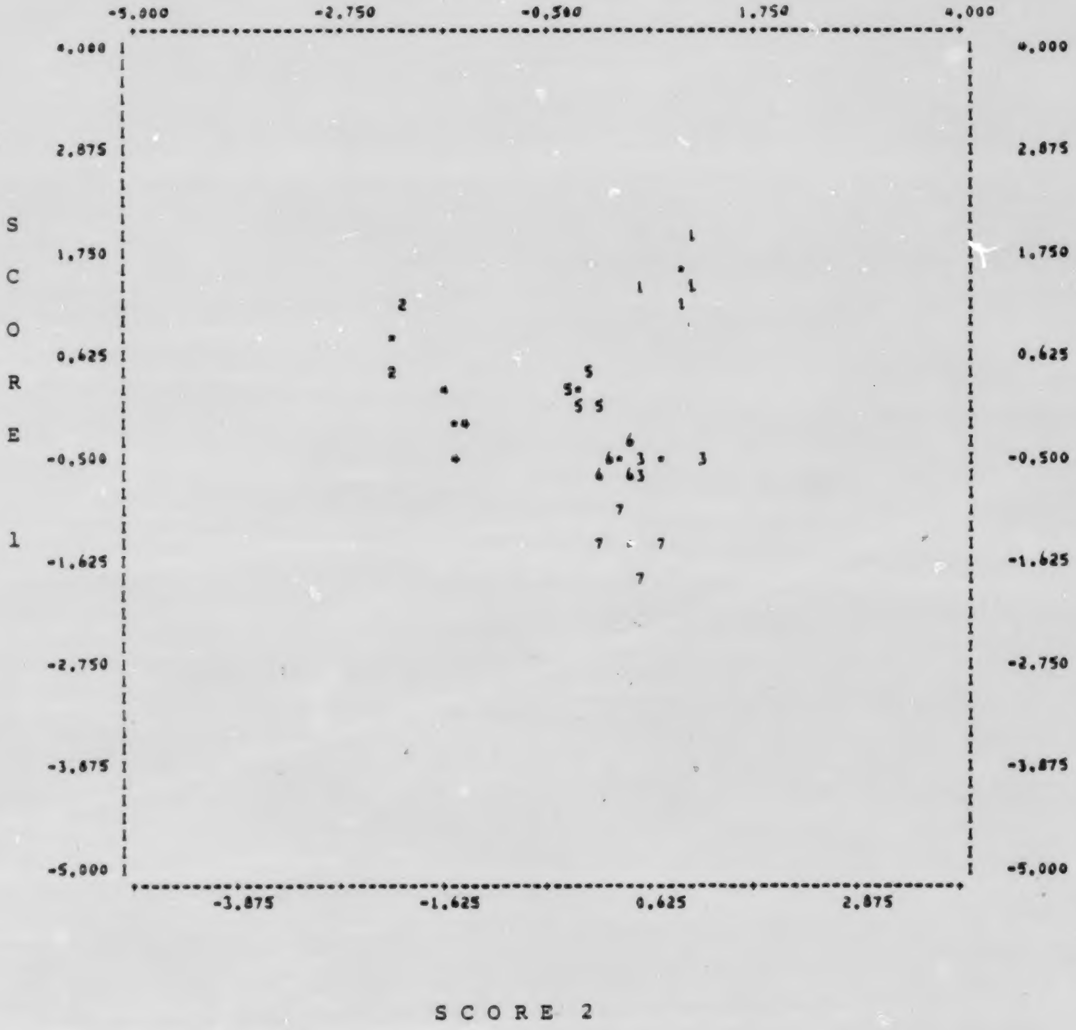
*One variable did not differentiate the project clusters as it overlapped with the other variables; this was S12, the percent of time spent in consultations since July 1976.

** The F-ratios which were statistically significant (6, 18 df) ranged from 2.87 to 9.76.

EXHIBIT 32

Plot of SEA Project Cluster Variables' Discriminant Function Scores 1 and 2



*Indicates a cluster centroid, or pattern of group means on each variable

Note: Multivariate F-ratios indicate that (a) project clusters 2 and 4 and (b) project clusters 3 and 6 are not statistically significant ($p > .10$; 12,7 df)

CHAPTER 10. SEA PROJECT RESULTS

A. Overview

In their first year and a half of operation the SEA projects produced substantial results. Institutions in each of the 26 states received project supported developmental training and technical assistance, and there were desired impacts from the projects on SEA's, other state and local agencies, and individual citizens and public officials.

Directors of the refunded SEA projects were asked what they considered to be the major impacts of their community education project on the SEA, institutions of higher education, local education agencies, and other agencies and departments. After review, their open-ended answers were grouped and categorized under appropriate descriptive phrases. Exhibit 33 below presents the results of this analysis, summarizing those major impacts mentioned by five project directors or more.

EXHIBIT 33

MAJOR IMPACTS OF SEA PROJECTS IDENTIFIED BY THEIR DIRECTORS

IMPACTS ON:	No.	Percent
SEA's		
• Community education concepts integrated with other SEA activities	12	46
• SEA policy changes supporting community education	8	31
• More direct contact with LEA's	8	31
• More intra-SEA sharing regarding community education	6	23
• More resources devoted to community education	5	19
Institutions of Higher Education		
• Community education concepts integrated with courses/activities	11	42
Local Education Agencies		
• More community education programs	14	54
• Greater community education awareness	10	38
• More trained leaders	10	38
• More local interagency cooperation	5	19
• More citizen involvement in school operations	5	19
• Qualitatively better community education programs	5	19
Other Agencies		
• Increased interagency cooperation	18	69
• Increased awareness of community education	12	46

*Only impacts cited by 5 or more directors are shown. In total, over 25 types of impacts were mentioned. Due to multiple responses, percentages total more than 100%.

Data from SEA staff, personnel from related state agencies, and individual recipients of project-supported training and technical assistance at the five visited sites corroborated the project directors' views. As will be apparent from the discussion below, the data from all the projects reflect reasonably high levels of project activity and essentially positive impacts with no type of project being clearly superior.

B. Levels of Project Activity

The SEA projects were generally engaged in similar activities. All provided training and technical assistance to local school districts, with the number of districts ranging from six to five hundred per state (the median number was 34.5). This assistance was provided through large conferences, training sessions and workshops, and individualized consultations. In addition, all devoted some time to building cooperative relations with other state agencies; nineteen devoted considerable time to developing curriculum and training materials; and nine reported devoting substantial time to the areas of program development and dissemination of community education information.

Conferences

A conference was defined as a gathering of at least six or more LEA's or other agencies, primarily for the purpose of increasing community education awareness. All but two SEA's reported sponsoring such conferences through their federally funded project. Conferences were primarily attended by LEA staff but a scattering of SEA and other state agency staff also attended. Most SEA's sponsored between 1-8 conferences. The largest number of conferences sponsored by a SEA was 72, the next largest was 30, and the median number was 5.5. On the average, each conference was attended by about 40 people with a total of about 9,250 being reported by the 24 responding SEA's as attending such conferences between July 1976 and February 1978. A summary of SEA sponsored conference activity is presented in Exhibit 34. below.

EXHIBIT 34

SEA SPONSORED CONFERENCE ACTIVITY SINCE JULY 1976*

No. Conferences Sponsored	Percent of SEA Projects
1 - 3	37.5
4 - 6	20.8
7 - 9	16.7
10/Over	25.0

Total number of conferences = 239 Mean reported attendance = 39
Total Reported Attendance = 9,250

*Records of activities and attendance were not required of the projects, and all but 5 of the 24 responding projects reported estimates rather than actual counts.

Training Sessions/Workshops

For the purpose of this study a training workshop was defined as a community education skill building activity attended by from 2-5 different agencies or programs. Twenty-five of the 26 SEAs reported sponsoring this type of assistance actively. On the average, an SEA had offered seven training workshops since the beginning of the federal grant period. A total of about 4,900 persons attended such workshops, the average attendance being 17 persons. The primary recipients of this type of assistance were LEA staff persons, outnumbering all other participants together by about two to one. A summary of SEA sponsored workshop activity is presented as Exhibit 35, below.

EXHIBIT 35

SEA SPONSORED TRAINING SESSION/WORKSHOP ACTIVITY SINCE JULY 1976*

No. Workshops Sponsored	Percent of SEA Projects
1 - 5	29.2
6 - 9	33.3
10 - 15	8.3
16 - 20	20.8
21/Over	8.3
Total number of workshops = 286	Mean reported attendance = 17
Total reported attendance = 4,900	

*Records of activities and attendance were not required of the projects, and all but four of the 24 responding projects reported estimates rather than actual counts.

Consultations

A consultation was defined as individualized training or technical assistance provided to staff of a single agency. During the period of their federal grant, all 26 responding SEA's reported providing such activities, and all also said that the type of assistance provided was (a) quantitatively (4%), (b)qualitatively (4%), or (c) both quantitatively and qualitatively (92%) different from what was provided before the federal grant. Typically, the assistance was provided during visits to the receiving institutions, although almost half (42%) reported that some was provided directly from their offices at the SEA. As indicated in Exhibit 36 on the following page, the most assistance was given to local education agencies, followed by state agencies and associations and then colleges and universities. A total of 5,197 persons were reported to have received consultations from SEA projects, with the average being about 216 per project.

EXHIBIT 36

PERCENT OF SEA PROJECTS PROVIDING INDIVIDUALIZED CONSULTATIONS SINCE JULY 1976*

No. Consultations SEA Projects Providing Consultations to:	1-9	10-19	20-29	30/ Over	Total Percent Projects	Total No. Consultations
Local Education Agencies	17%	13%	22%	48%	100%	719
State Agencies	61%	22%	---	---	83%	219
Colleges/Universities	82%	9%	9%	---	100%	127

Total reported number of consultations = 1,065
Total reported number of individuals served = 5,197

*Records of activities and persons served were not required of the projects; thus, numbers of consultations and persons served are based on estimates provided by 23 projects; 17% of projects provided no consultations to state agencies.

C. Project Self-Evaluations

The directors of the 26 refunded SEA projects provided assessments of project results along several dimensions. Means, medians, and percentages were used to determine the typical level of impact found on: (a) certain survey items, and (b) composite measures created through using cluster analysis techniques to group variables which tapped similar issues, and thus were more statistically reliable. Each of these impact dimensions is described below.

Project-Specific Goals and Objectives

Project directors were given the goals and objectives listed in their first year grant proposals and were asked to indicate on a five-point scale the extent to which each had been achieved. Twenty-five project directors responded, and overall they reported that most (69%) of the first year objectives had been accomplished or almost accomplished. Some progress had been made on 21% of the objectives, there had been a little progress made on 5%, and 5% had not been addressed at all. Typically, the explanation offered for making little or no progress on an objective was that it was contingent on accomplishing another objective which had only partially been achieved or because of a lack of available staff or resources.

At the project level, each reported making at least some progress on well over half of their objectives, and 40% (10) reported having fully accomplished over half of their objectives for the first year. Conversely, eight projects identified at least one objective which had not been addressed and seven identified objectives on which little progress had been made. In only one case, however, did this amount to half or more of the project's objectives, and in that instance the project director's position was not filled by the SEA until six months after the award of the grant. This event certainly seems related.

A summary of the project directors' assessments of progress in accomplishing their project's specific goals and objectives is presented as Exhibit 37, below.

EXHIBIT 37

SUMMARY OF THE SEA PROJECT DIRECTOR'S ASSESSMENTS OF THE EXTENT TO WHICH EACH OF THEIR PROJECT OBJECTIVES FOR THE FIRST PROJECT YEAR WAS ACCOMPLISHED

	EXTENT OF ACCOMPLISHMENT				
	Not Addressed	A Little Progress	Some Progress	Almost Accomplished	Accomplished
Percent of Project Objectives (n =286 objectives)	5%	5%	21%	20%	49%
Percent of Projects Reporting 1 or more Objective (n = 25 projects)	32%	28%	68%	84%	84%

New and Expanded Local Projects

Of the 26 directors completing questionnaires, 24 said that one of their project's goals was to increase the number of local school districts with community education programs. Twenty-three (96%) project directors reported such an increase. Among these 23, the median number of projects started in their state, at least partially because of the federally-supported community education project, was 7.5, and the range across the states was from one to twenty-eight. Overall, the directors reported the development of 258 new projects.

In addition, 22 SEA's reported a total of 381 existing local community education projects were expanded because of assistance from their federally funded project. The median number of expanded projects in these states was five, and the range was from one to 125. Exhibit 38, on the following page, presents a summary of new and expanded local projects which resulted at least in part from federally supported SEA activities.

EXHIBIT 38

SUMMARY OF NEW AND EXPANDED LOCAL PROJECTS RESULTING FROM SEA PROJECT ACTIVITY: JULY 1976 - FEBRUARY 1978

	Total	Mean	Median	Range
New Local Projects (n=23 SEA's)	258	10.7	7.5	1-28
Expanded Local Projects (n-22 LEA's)	381	17.2	5.0	1-125
Total (n=25)	639	25.5	16.0	1-145

State Policy and Legislation

When the initial federal grants were made in July 1976, only ten of the 26 responding states had a state community education plan or policy statement and only seven had community education legislation. At the end of a year and a half of project activity (January 1978), 25% (4) of the SEA's that began without a plan or policy had one written and adopted, and another 25% had one written but not yet approved. In addition, in one of the states with a newly approved state policy there was also new state legislation and in a second there was a state budget line item for community education. In another state, one with neither officially adopted plans nor policy, community education legislation was pending. Thus, in nine states (one-third of those funded for two years) the project directors reported changes in state policy and/or legislation, and in each of these cases they also reported that the changes were attributable to staff and activities supported through the federal project grants.

Attitudes Toward Community Education

Each project director was asked whether there had been a change in: (a) the attitudes of SEA staff toward community education, and (b) in the attitudes of local school staff and community leaders. More specifically, the directors were asked to indicate whether, because of the project, there had been: change for the worse, no change, some change for the better, or considerable change for the better. Treated as separate items, 60% (15) of the project directors reported considerable change for the better in the attitudes of SEA staff toward community education, and 48% (12) reported considerable change for the better in the attitudes of local school staff and community leaders. None of the directors reported a change for the worse with respect to either item and only 4% (1) reported no change.

Using the cluster analysis technique elsewhere described, these items were found to form a composite score which was believed to give a stronger indication of impact along this dimension than did either alone. Assigning each of the two items a possible score of from 1 to 4 and summing the results from each project, the median score across the 26 projects was 7.00. Over 38% of the projects had the maximum scores of 8 (considerable change); the median score of 7.14 was beyond the "some change for the better" level. This indicates that considerable attitude change for the better occurred.

Interagency Cooperation

On the same four-point scale and using the same procedures described above, five items pertaining to the dimension of interagency cooperation combined to yield a single linear composite score. Individually, the items sought an assessment of changes attributable to the project, in: (a) cooperation between the SEA and the Agency on Aging; (b) cooperation between the SEA and other state agencies concerning community education; (c) cooperation between the SEA and non-governmental agencies/associations; (d) cooperation between the SEA and colleges/universities; and (e) attitudes of university/college faculty and staff toward community education.

None of the project directors reported a change for the worse, and combining the items, the composite scores ranged from 16 through 20. The median score was 15.14, slightly beyond the "some change for the better" level. Thus, according to the project directors, these federally supported community education projects did increase cooperation between the SEA and governmental and non-governmental agencies.

Increased Funding for Community Education

The final dimension of self-reported impact pertained to increased funding appropriated by the states for community education. Although new or increased funding was not reported as frequently as the other impacts, 27% (7) of the SEA's stated that it had occurred and could be attributed to the community education project. Of these, five provided an estimate of the amount of new or increased funds. The total reported by the five directors was $228,308, with the largest amount being $187,608 and the smallest $700. In addition, in one state $150,000 for community education was awaiting legislative approval before it would be used, as was an additional $25,000 in another state.

Summary

Interpreting these findings, a very clear pattern emerges regardless of the impact measure used. According to their directors, the SEA projects were highly effective. Overall, most project specific objectives had been accomplished or almost accomplished, across 23 reporting states there were 639 new or expanded projects at the local level, and there were changes in the state policy context favorable to community education in at least a third of the refunded projects. In addition, across the 26 projects there was slightly more than "some change for the better" on the composite scores reflecting state and local attitudes toward community education and inter-agency cooperation; furthermore, there was increased state funding of community education in slightly over 25% of the states with refunded projects.

Because a self-serving, positive bias might have been present in the project directors' assessments of impacts, the study design provided for visits to five projects to gather additional information on project operations and impacts. As discussed below, this information tended to confirm the project directors' reports, thus supporting the validity of the information presented above.

D. Supplementary Data from Visits to Five Projects

As a supplement to data provided by the project directors, information, primarily on project impacts, was obtained from SEA staff, personnel of other state agencies, and recipients of project supported training and technical assistance in five selected projects. At the five SEA's a total of 65 persons other than project directors were interviewed. These included 25 persons associated with the SEA (either as project staff, staff supervisors, or members of the project advisory council) and 40 staff from related state agencies. In addition, a random sample of 215 persons who received project-supported training or assistance, selected so as to permit generalizations to each project as well as across the five projects, were interviewed by telephone. A summary of the data pertaining to project results from each of these groups of respondents is presented below.

Project Associates

The 25 associates of the community education projects who were interviewed included project staff, other SEA staff persons, and members of the advisory council at the five visited projects. The information they supplied supported the data obtained from the project directors. With respect to attitudes of SEA staff, college/university faculty and staff, and LEA staff and community leaders toward community education, 51 percent of the associates reported considerable change for the better and 45 percent reported some change for the better. Concerning cooperation between their SEA and IHE's, LEA's and other public and private agencies, 37 percent of the associates reported considerable change for the better and 40 percent reported some change for the better. No associates reported any change for the worse in either area.

In addition, associates were asked if they had seen any significant benefits or negative effects of the community education project on the SEA. Ninety-six percent (24) of the respondents indicated that they were aware of some benefits to the SEA from the community education project. The specific benefits most often reported were more interdepartmental/intra-agency sharing regarding community education (mentioned 9 times), more resources devoted to community education (5 times), qualitatively better programs (5 times), and community education concepts integrated with other activities (4 times). Other benefits mentioned two and three times included: increased awareness of community education by SEA staff; new positions created in the SEA; and increased SEA prestige and credibility due to the community education project. It should be pointed out that this was an open-ended question rather than one which supplied respondents with a predetermined set of alternatives.

The question regarding any negative effects on the SEA, perceived by the associates, was also open-ended. Only 24% (6) of the associates noted any negative impacts. Five (83%) of these commented that the community education project had caused some conflict with other units within the SEA, and one mentioned the diversion of attention and/or resources from other important areas to community education

Staff of Related State Agencies

Another group of persons interviewed from the five visited projects were 40 staff from 40 public and private agencies that were presumed to have had a relationship with the SEA community education project. In each site, representatives from a core of five agencies which had been singled out by federal policy were interviewed, whether or not the state project director reported previously working with them. These agencies were the health department, department of human resources, department of parks and recreation, agency on aging, and the state agency responsible for community colleges. In addition, staff from three other agencies, selected by the project director, were interviewed. Overall, there was no significant difference among types of agencies with respect to their working relationships with the project or their assessment of project results. Consequently, their responses will be presented in the aggregate.

In general, the responses of the agency staff supported the information provided by the project directors and the project associates. More specifically, 45% (18) of the agency staff said there was considerably more cooperation between their agency and the SEA because of the community education project, and an additional 34% (14) said there was "some" increase in cooperation. In addition, 78% (31) reported that their agency had been involved in presenting workshops, classes, or other activities in cooperation with the SEA during the past year and 54% (17) of those indicated that such cooperation began after the SEA received federal funds for community education.

Further, 85% (34) of the agencies reported receiving some kind of assistance from the community education project during the past year. This assistance included: program/service planning; facilitating interaction with other agencies; and increasing public awareness of their agencies' services, facilities, personnel, and other resources.

Regarding attitudes toward community education, agency personnel concurred with community education project staff that the attitudes of their own and those of staff in other agencies toward community education have changed for the better, with 77% (30) of those interviewed indicating that this is true. Also, 85% (34) reported seeing a change for the better in the cooperation between their agency and the SEA, and 60% (24) reported changes for the better in cooperation between their agencies and such other agencies as LEA's, IHE's, and other public and private agencies. These changes included more inter-agency councils/committees, increased mutual referral of clients, and more sharing of facilities, equipment, and personnel. Finally, in response to a question asking their overall opinion, only one of the 40 persons interviewed had a negative opinion of the community education project, the other 97% being about equally divided between having a positive and a very positive opinion.

Individual Project Clients

At each of the five projects a random sample was drawn of persons identified by the project director as having received project-supported training and technical assistance. A total of 215 persons were interviewed concerning their participation in project-sponsored workshops, training sessions, conferences and/or consultations. Of these, 27 did not recall such participation and five were not sure if they had participated. The interviews with these 32 were terminated at that point, since they had no additional relevant information to provide.

In all, about 15% did not remember or were unsure whether they participated. For four states the percentage ranged from 2% - 15%. However, in one state, 33% of the potential respondents did not clearly remember receiving any training and technical assistance from the SEA. It is not clear whether the list of clients received from the SEA was inaccurate, whether the training events were of very little significance, or whether clients simply could not identify training and technical assistance which they had received as coming from the SEA. This last interpretation is most likely in instances in which SEA conferences were held at or co-sponsored by universities, thus leaving a client unclear as to who was the sponsor of the event.

The clients who recalled participating held various professional positions at the time they received the community education training and technical assistance. A summary of the number of persons interviewed in each of the several positions is presented as Exhibit 39, below. Of these 183 respondents, 70% (128) were involved in a community education project at the time the interview was made.

EXHIBIT 39

TYPES OF SEA CLIENTS INTERVIEWED BY TELEPHONE
(Spring 1978)

TYPES OF SEA CLIENTS	No.	Percent
LEA Community Education Project Staff	60	32.8
School Board Member	5	2.7
School Superintendent	20	10.9
Other LEA Staff	48	26.2
Other SEA Staff	14	7.7
Related Agency Staff	27	14.8
Other	9	4.9
TOTAL CLIENTS	183	100.0

The amount of training and assistance received varied considerably among individual clients, but there was no statistically significant difference between projects in the amount provided. The median amount of training and assistance received by the interviewed clients was 7.5 days, with the range being from one to thirty days, except for two clients who reported receiving over a hundred days apiece.

With respect to content, the training covered a wide range of topics related to community education. Exhibit 40 contains a list of major topics and the number and percent of clients who said the topic was covered in training they received. While the type of training received varied considerably across clients, no statistically significant differences in the areas covered were found when comparing projects.

EXHIBIT 40

TOPICS FREQUENTLY INCLUDED IN SEA TRAINING AND ASSISTANCE*

TRAINING TOPICS	Recipients	
	No.	Percent
Citizen or community involvement in community education	170	92.9
Community education project planning	158	86.3
Coordination of interagency resources	151	82.5
Needs assessment techniques	144	78.7
Non-federal community education project funding	117	63.9
Development and/or acquisition of community education	114	62.9
Community education program evaluation techniques	106	57.9
Applying for federal community education project funds	103	56.3
TOTAL CLIENTS	183	

*Several clients mentioned other topics which were covered, but no other subjects were mentioned with the frequency of those listed.

**Due to multiple responses, percentages total more than 100%.

Clients were asked to rate the training and technical they received from their SEA on a 5-point scale, and Exhibit 41 on the following page, summarizes the results. An ANOVA test indicatedthat the ratings which clients gave different SEA's did vary, and post hoc comparisons were done between all possible combinations of projects to determine between which groups significant differences existed.* It was found that three SEA's were rated significantly higher than a fourth, and that the fifth SEA was not significantly different from the rest.

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*Controlling for Type I error, z = 2.39, alpha - .10.

EXHIBIT 41

RATINGS OF SEA TRAINING AND TECHNICAL ASSISTANCE BY CLIENTS

SCALE VALUE/RATING POINT	No.	Percent
1 No Value	2	1.1
2 Little Value	5	2.7
3 Some Value	47	25.8
4 Quite Helpful	99	54.4
5 Critical to Efforts	29	15.9
TOTAL CLIENTS*	182	100.0
Mean Rating		3.8
Range of Mean Rating		3.5-4.0

*One client omitted this question.

To determine if the pattern of the ratings were related to other factors, various cross-tabulations were performed. A Spearman rank-difference correlation coefficient was computed to ascertain if SEA clients' current involvement in community education projects was significantly related to the ratings given to the training/assistance they received, but no relationship was found.

On the other hand, Spearman rank-difference correlation coefficients indicated that the ratings were related to: (1) the number of days of training and technical assistance a client received, and (2) the breadth of community education topics covered in the training sessions attended by clients. In both cases, statistically significant and positive correlations were found. This means that the ratings tended to be higher from clients who had more days of training and technical assistance, and also from clients who attended sessions with more community education topics discussed.

Clients were also asked if they could cite specific examples of anything they were now doing that was a new or different as a direct result of the assistance they had received from the SEA. Seventy-six percent (139) of the clients said that they could. The majority of their examples related to project planning, citizen and community involvement, and coordination of interagency resources. These were the same three categories most clients listed as being included in the training sessions which they had attended.

A chi-square test was performed to ascertain if being currently involved in a community education project affected clients' ability to cite specific examples of direct influence of assistance on their endeavors. Since no significant correlation was found between these two variables, it may be concluded that current involvement in community education projects had no bearing on clients' ability to cite specific examples of direct influence of training and technical assistance.

In addition, clients were asked if they perceived an increase in the efforts made by their SEA to work with their agency in community education activities in the past year. Seventy (128) of the clients said they had noticed such an increase and 54% (69) of those said there had been a great deal of increased effort. Many of the 30% who had not noticed an increase in the SEA's efforts said it was because they had been receiving considerable community education assistance from the SEA for a long period of time.

Finally, clients were asked whether their agencies had received certain types of assistance from their SEA in the past year. Training and orientation films had been provided to 75% of the clients, and special consultants to 71%. The SEA's also provided help in getting funds for community education to 51% of the clients, and directly provided funds for project planning and operations to 25%.

In summary, as with the project associates and personnel from related state agencies, the individual recipients of SEA sponsored training and technical assistance indicated that the project had positive results and were generally accomplishing their objectives. This corroborated the information provided by the project directors on the mailed questionnaire.

E. Relationship of Project Results with Other Factors

To obtain insight into project operations and what types of projects were more effective than others, various statistical tests* were used to determine if the project clusterings (each group of projects assigned a unique code) and certain designated factors were statistically related to the levels of impact reported on the project directors' mail survey form. The factors used to determine these potential relationships with impact measures were the following:

- Project cluster codes (numbered 1-7, the eighth cluster excluded since it contained only one SEA, Arkansas) described in the previous chapter.

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*Kruskal-Wallis one-way non-parametric analysis of variance, and where useful, chi-square and rank-difference correlations were used.

- Key Variables of Interest
  - Years in operation (prior to July 1976) of an SEA community education office
  - Mean amount of federal award dollars for the two years of project operation
  - Presence and type of advisory council (none, project inclusive,or project specific)
  - Presence of state community education legislation
- Levels of Project Activities
  - Extent of training and technical assistance offered since July 1976 (a composite score relating the number of LEA's served, number of persons attending conferences, and number receiving community education related consultations from school districts, colleges and universities and agencies/associations)
  - Number of conferences held since July 1976 (for increasing community education awareness or for information dissemination)
  - Number of training sessions/workshop attendees since July 1976
  - Number of recipients of consultative assistance since July 1976
  - Development of community education curricula or training materials since July 1976 (no-yes)

The overall levels of impact for the 26 projects are listed on the following page in Exhibit 42 by impact measure. Impact measure 1 indicates that considerable attitudinal change for the better occurred, since over 38% had scores of 8 and the median score of 7.14 on the two-item composite measure (or approximately 3.51 on an average single item) are beyond the "some change for the better" level of 3 on each component item. Similarly, scores of 16 through 20 occurred on impact measure 2; its median level is slightly beyond the "some change for the better" level (represented by 15.14 divided by 5 items, or 3.03). On the other three no-yes impact measures (scored as 1=no, 2=yes) the first two had median scores which were fairly close to all SEA's stating yes. On the first such measure, 60% of SEA's said the impact had occurred; on the second measure, 48% said it had. Although new or increased funding had not occurred as readily, 27% of SEA's still stated that it had occurred, and could be attributed to the community education project. Given these results, there was merit to going ahead and investigating if any of the project typology, key variables,or activity measures had been associated with these high levels of impact.

EXHIBIT 42

PATTERN OF SEA IMPACTS REPORTED BY PROJECT DIRECTORS

IMPACT MEASURE	Percent Above Mean	Mean	Median	Maximum Score Possible
1. Attitudes toward community education	38.5	7.00	7.14	8.00
2. Interagency cooperation	40.0	15.32	15.14	20.00
3. New and expanded local projects	60.0	1.60	1.67	2.00
4. State policy and legislation	48.0	1.52	1.44	2.00
5. Increased funding	26.9	1.27	1.18	2.00

In general, few statistically significant findings were found. When categorized into a three-point measure, the first activity measure (the extent of training and technical assistance offered) was related to the first impact measure*(attitude change) and to the occurence of new or increased state funding for community education.* The direction of the results was roughly the same with both impacts. That is, the "medium" level had the greatest amount of impact. The rank-order of impact on the attitude change measure was medium, low, high. For funding change, it was medium, high, low. Also when the number of people attending training sessions/workshops were related to "low, medium, high" categories of mean two years' funding level, it was found that the "medium" funding was associated with the highest attendance level, followed by "high" and then widely separated by "low" (the lowest attendance scores).

With respect to the other areas which were investigated, the project typology, key measures of interest and activity measures were intercorrelated to some extent but were unrelated to impact measures. However, since the focus of this chapter lies in determining the factors affecting program impact, and these intercorrelations represent somewhat descriptive information, they are not reported here.

F. Summary

Overall, the results appear to be quite clean-cut. A high degree of project impact was reported by project directors, associates, staff of related agencies, and individual project clients.

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* Chi-square corrected for tied ranks = 7.697, $p < .02$, and 5.160, $p < .076$ respectively. The variable was characterized as follows: 77 through 207 persons was level 1 ("low"), 208 through 563 as level 2 ("medium"), and 564 through 2511 as level 3 ("high").

The information from the various sources contacted at the five visited projects supports the information obtained from the project directors and lends credence to the self-evaluations received from the 26 reporting directors. These levels of impacts, however, generally did not relate statistically to what were believed to be the most important other variables. Except that the extent of technical training offered was related to attitude and funding changes, and the number attending workshops was affected by mean funding levels, the factors used here, including project typologies did not differentiate levels of impact. It may simply be that, overall, such a high proportion of SEA's stating positive impacts ruled out the possibility of certain factors' levels being able to shift the level of impact (i.e., being related to it). If so, these "nonsignificant" findings are desirable.

CHAPTER 11. DESCRIPTION OF REFUNDED LEA PROJECTS

A. Grants to local education agencies (LEA's) were made to initiate, expand, or maintain local community education programs. The Community Education Program awarded 48 project grants to LEA's in FY 1976 and again in FY 1977. In total, grants were made to 76 different local projects, with 20 receiving federal funds in both the first and the second years.

In broad terms, the 20 refunded projects shared a common set of major project objectives. Although a review of first year project proposals showed considerable diversity with respect to the number and type of specific objectives, 90 percent of the project directors indicated that they shared the first three of the objectives listed in Exhibit 43 below, and half identified one of them as their single most important objective.

EXHIBIT 43

MAJOR OBJECTIVES OF REFUNDED LEA COMMUNITY EDUCATION PROJECTS

OBJECTIVE	Cited As			
	Major		Most Important	
	No.	%*	No.	%**
Coordinating existing community services/programs	19	95	3	15
Increasing community involvement in school and in other public decision-making	18	90	5	25
Expanding the use of schools	18	90	2	10
Providing educational services/programs to out-of-school youths and adults	15	75	3	15
Providing for the integration of and mutual reinforcement between the schools' regular and optional programs	13	75	1	5

*Due to multiple responses, percentages total more than 100 percent.

**Of the remaining 6 (50%) projects, 3 (15%) cited another objective as the most important, 2 (10%) stated that they were all equally important, and 1 (5%) did not respond.

Although the LEA projects generally had similar purposes, they also differed along several dimensions. Indeed, when using 13 context, input, and process variables to develop a clustering or typology of the 20 LEA refunded projects, seven fairly divergent clusters of projects were found. As described more fully below, the projects could be distinguished from each other on the basis of size, objectives, organizational support, and other reported variables.

B. Project Setting

Nine of the refunded projects were located in urban areas and 11 served rural communities and relatively small towns.* The projects were in 17 states. Six of these states were in the western and six in the southern census regions, and three were in the north-central and two in the northeastern regions. There were two refunded projects in Arizona, Kentucky, and South Carolina.

As would be expected, the school districts participating in the projects differed considerably in terms of size. For example, the median number of schools per district was 18.5, but the number per district ranged from two to 120. Similarly, the proportion of participating schools within the districts also varied widely. Although the median was 21.5 percent of the schools in each district participating in the projects, the range was from 100 percent in two projects to .83 percent in another.

When the initial federal grants were made in July 1976, there already was some form of a community education program operating in 80 percent (16) of the participating school districts. The two oldest of these pre-established programs had begun in 1952 and 1955, but the rest had started between 1969 and 1976 (one to three programs in each year). The median age of the pre-existing efforts was two years when the first federal grant was made.

In the case of all 16 of the projects with pre-existing community education programs, the federal grant provided for increasing the number of community education staff and services in the district. Almost all (89%) of these projects extended community education services to schools which had not previously been served, and over half (56%) expanded or intensified their services to schools already involved in community education.

Organizationally, there was considerable variation across the 20 refunded LEA projects. Although each involved at least one local school district in project planning and operations, five of the 20 grantees were not actually school districts themselves. Three of the grantees were consortia of two or more districts, one was a county department of parks and recreation, and one was a city department of human resources.

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*Urban was defined as being within a standard metropolitan statistical area as determined by the U.S. Bureau of the Census.

The location of the projects within the grantees' organizational structure also varied considerably. Thirty-five percent (7) of the projects were part of a larger community education unit within the grantee and 65 percent (13) were not. In some cases the project directors were responsible for only the federal project activities, in others they were responsible for all efforts in community education, and in still others for a multitude of activities which included community education. Although frequently combined within a school district with adult and continuing education programs, in one case the federal project director was an assistant superintendent of schools with broad authority and a general portfolio and in another the director did not even have administrative authority over other project staff.

With respect to school board policies, by the time of this study in January 1978, all but one of the participating school districts had formally endorsed the concept of community education. Indeed, 60 percent (12) of them had done so prior to the award of the first federal grant.

C. Project Inputs

Each year the total amount of federal funds granted to all LEA projects was $1,564,000, and the size of the average grant was $32,583. The amount awarded to the 20 refunded projects was not substantially different from the overall average in either year. The first year the average amount awarded to the refunded projects was $33,849, and the average for the second year was $35,965.* The grant awards ranged in size from $11,981 to $53,526 the first year, and from $23,361 to $56,883 the second year. In both years, the amount of federal funds received by most projects was somewhat less than the amount requested. More specifically, 75% (15) of the refunded projects in the first year and 85% (17) in the second received less in federal funds than they requested. Over half of these projects (53%) indicated that the budgetary reductions required changes in both the type and extent of originally proposed activities. However, to some extent, grantee funds were used to supplement the federal grant for personnel and other expenditures.

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*Median amounts were $32,234 and $32,455 for years one and two, respectively; the median amount across both years awarded to a project was $32,532.

Almost all of the projects (95%) received personnel or material support from institutions/organizations other than their own agency. Eighty percent of the projects made use of individual volunteers from the community with the number ranging from five to 800 across the 16 projects. The next most frequently mentioned source of support were related agencies which generally provided the projects with buildings or facilities (53%) and were also a major source of personnel (42%) and supplies/materials (47%). Other sources and types of support to the 20 LEA programs appear in Exhibit 44, below.

EXHIBIT 44

SOURCES OF PERSONNEL OR MATERIAL SUPPORT FOR THE LEA COMMUNITY EDUCATION PROJECTS

TYPE SUPPORT	MAJOR SOURCES TO THE PROJECTS	NO.	PERCENT*
Staff	Colleges/Universities	9	47
	Community Agencies	8	42
	General Local Government	7	37
	SEA	6	32
Buildings/Facilities	Community Agencies	10	53
	General Local Government	9	47
	Non-Community Ed. LEA's	7	37
Supplies/Materials/Other Equipment	Community Agencies	9	47
	General Local Government	9	47
	Colleges/Universities	8	42
	SEA	7	37
	Other State Agencies	6	32

*Due to multiple responses, percentages total more than 100 percent.

The majority (80%) of the local projects administering community education programs also received cash support for community education other than what was provided by the federal grant. Excluding the funds generated by tuition/fees/user charges common to 81% (13) of the projects, the grantees themselves provided cash support in 69% (11) of the local projects. Other frequently mentioned sources of cash support were local governments (43.8%), and community agencies (25%).

Training provided to project and non-project LEA staff and to staff of related community agencies is described in Exhibit 45 Generally speaking, training provided by project staff, state education agencies and colleges/universities was viewed positively and was thought to be useful since it resulted in implemented

EXHIBIT 45

COMMUNITY EDUCATION TRAINING PROVIDED BY THE LEA PROJECTS OR THE STATE EDUCATION AGENCY (SEA) AND INSTITUTIONS OF HIGHER EDUCATION (IHE's) TO LOCAL GRANTEE STAFF AND RELATED COMMUNITY AGENCIES

Potential Training Clients (since 1976)	Number/% Actually received training	Major Sponsors of Training/ No. /% Trained	Clients Judged Value of Training	Number Citing Specific Influences of training on Program Practices	Most Frequently Cited Areas of Influence
LEA Project Directors No. Interviewed (20)	LEA Project Directors (19, 95%)	SEA (16, 84%) IHE's (14, 73%) Grantee IHE's (9, 47%) Non-grantee IHE's (9, 47%)	"Quite helpful" or "critical" to efforts from SEA: 69% (11) from IHE's: 92% (13)	Project Directors 13 (68%)	Project Administration/ Leadership (5, 39%)
LEA Building Coordinators No. Interviewed (39)	Interviewed LEA Building Coordinators (34, 87.2%)	State Community Education Assoc. (14, 41%) SEA (8, 24%) LEA Grantee (8, 24%) Texas A&M (4, 11.8%)	"Quite helpful" or "critical" to efforts 85% (29)	Building Coordinators 24 (70.6%)	• citizen and community involvement (10, 42%) • project planning (7, 29%)
Superintendents/School Board Members No. Interviewed (29)	Interviewed Superintendents/ School Board Members (20, 69%)	LEA Grantee (10, 50%) SEA (2, 10%) Univ. of VA. (2, 10%)	"Quite helpful" or "critical" to efforts 80% (16)	Superintendents/Board Members 11 (55%)	• Development/acquisition of Comm. Ed. Materials (6, 55%) • Project Administration/ Leadership (3, 27.3%)
Related Agencies	Related Agencies 49 (54%)	LEA Grantee (21, 43%)	"Quite helpful" or "critical" to efforts 61 (30%)	Agency Representatives 22 (45%)	• Coordination of inter-agency resources (13, 59%) • Project planning (4, 18%)

procedures. These procedures were primarily in the areas of: (1) project administration/leadership, (2) project planning, (3) citizen and community involvement, (4) coordination of interagency resources, and (5) development and/or acquisition of community education materials.

Another source of training and technical assistance was the federal Community Education Program and each project director was asked: "How would you characterize the support/assistance (in addition to money) you have received from the U.S. Office of Community Education?" As indicated in Exhibit 46, almost all the LEA directors reported that there was considerable interaction with the federal program and that this had a beneficial effect on the project.

EXHIBIT 46

LEA PROJECT DIRECTORS' ASSESSMENT OF SUPPORT FROM USOE

ASSESSMENT	NO.	PERCENT OF LEA's
1. There was virtually no interaction.	0	0
2. There was occasional interaction but no substantial support or assistance.	1	5
3. There was occasional interaction but it has generally had a neutral effect on the project (e.g., took time away from other things)	1	5
4. There was considerable interaction which has generally had a neutral to positive effect on the project	11	55
5. There was considerable interaction which has generally been of great assistance to the project	7	35
TOTAL	20	100
Mean Response Score = 4.20		

With respect to the actual dollar expenditure of federal funds, the picture is less clear. When asked to report expenditures of federal funds provided through their first year grant, ten percent of the project directors did not respond. Of those who did respond: one third reported expending 100% of their grant; on third reported expending from 95% to 100% and 16.7% reported expending from 85% to 91%; and 16.7% reported expending more than they actually received.

Data on the dollar value of non-federal expenditures on project activities are also unclear. Of 18 reporting projects, the median non-federal contribution to the project was 66.8% of the federal contribution, with a range of from 20.9% in one project to 192% in another. However, in notes and discussion, several project directors indicated that they were unclear as to their obligations regarding both the amount and the recording of the non-federal portion of the total budget. In other projects, it should be noted, there appeared to be a careful accounting.

D. Project Operations

In all the projects there was at least some community involvement in project planning and proposal development, although both the quantity and quality of involvement varied considerably across projects. According to project directors, community agencies (70%), advisory councils (65%), and school principals (60%) were the most involved, with less involvement from teachers and community residents not formally part of a project advisory council.

Interviews with staff of community agencies, advisory council chairpersons and principals at the 11 visited projects generally confirmed their involvement in project planning and proposal development, but at a slightly lower level than reported by the project directors. More specifically, representatives of 87% of the 91 community agencies interviewed reported they had been involved in developing the project proposal, but for many this took the form of writing a letter of support (54%) or reviewing the completed proposal (42%) rather than more meaningful participation in planning decisions. Similarly, only 34% (13) of the advisory council chairpersons rated themselves as more than slightly involved in proposal development and only 35% (19) of the principals reported they had been at least moderately involved in designing the project goals or in setting priorities. School superintendents and board members also differed from the project directors in their perceptions of the superintendents' involvement in project planning, but in an opposite direction from the rest. Superintendents were viewed as moderately or highly involved by only 55% of the project directors but 72% of the superintendents and board members viewed themselves in that way. With respect to school board involvement there was agreement; only 40% of the directors and 41% of the superintendents and board members perceived more than slight involvement in project planning.

Another aspect of program planning is needs and resource assessment. Almost all the projects (85%) conducted a needs assessment of their service area after July 1976. According to project directors, the people most involved in that process were the advisory councils (94%) and community agencies (77%). Interviews with the advisory councils indicated that they also considered themselves moderately to very involved in needs and resource assessments (74%). On the other hand, the representatives from community agencies reported that needs and resource assessments were not major aspects of their involvement with community education, with only 37% indicating that they were moderately to very involved in either process.

1. Staff

Across the 20 refunded LEA's, there was an average of 2.6 full-time and part-time professional staff supported by federal funds, but projects varied considerably with respect to staff size.* Federally-supported full-time professional staff averaged 1.88 and ranged in number from 0 to 4, while part-time professional staff ranged from 0 to 15. In no project were more than four full-time or part-time clerical/administrative staff persons supported by the federal grant.

More specifically, in 90% (18) of the projects there were from one to three full-time professional staff in FY 76, and in 75% of the projects there were from zero to three part-time staff, six having no part-time staff at all. With respect to clerical staff, in FY 76, 90% of the projects had one person or less. Project staffing in the second year (FY 77) was essentially the same as staffing in the first.

There were 11 (55%) full-time and nine part-time directors of the LEA community education projects. Four (44%) of the part-time directors also administered relatively large, non-federally supported community education programs in their districts. The majority of the project directors (65) had been employed by the grantee for two years or more. Project directors' training in community education varied from just workshop experiences (20%) to academic degrees (15%), with the largest group (35%) reporting a combination of workshops and academic courses (but not degrees) pertaining to community education.

In addition to project directors, LEA programs included building coordinators as professional or semi-professional staff. In the 11 LEA projects visited there were 39 building coordinators associated with the federally supported activities. The number of building coordinators within the visited projects varied from one to 11, although most projects (55%) employed two.

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*Because of the confusion in some projects about accounting for the non-federal share of total project budgets, the basis for counts of project staff was not always clear; thus, some projects may not have utilized the same reporting basis as did others, thereby affecting the quality of this information.

The majority of the building coordinators (64%) were employed full-time, with 54% having been employed in that capacity for six to 17 months. Twenty percent had been employed for less than five months and 26% had been building coordinators for 20 to 61 months. Unlike the project directors, most (80%) building coordinators had not been employed previously by the grantee, although 56 percent (5) of the part-time building coordinators currently had additional positions in the grantee organization. Building coordinators' academic training varied. Most of them had not had academic courses in adult basic education (75%), community organization (62%), or social work (60%), but about half of them (49%) had taken community education courses.

On the average, building coordinators were responsible for coordination of activities in 3 or 4 schools (the median number was 2.8). However, slightly over half (56%) of the coordinators supervised activities and services in only one school or center, while others were responsible for activities in up to 20 schools.

Responsibilities of building coordinators in the 11 visited projects included coordination/supervision of academic classes (31%), enrichment classes (95%), direct health/social service programs (77%), and recreational/social/cultural events (81%). Generally, speaking, over half of all building coordinators interviewed indicated they spent from 10 to 20 percent of their time during the work week in either: (a) program planning/scheduling activities, or (b) in locating and securing program resources/services. A more detailed summary of building coordinators' time use appears in Exhibit 47 on the following page.

EXHIBIT 47

PERCENT OF 40-HOUR WORKWEEK DEVOTED BY BUILDING COORDINATORS TO SELECTED COMMUNITY EDUCATION ACTIVITIES

ACTIVITIES	Full-Time Coordinators (n=25)		Part-Time Coordinators (n=14)	
	Mean %	Minimum & Maximum % Reported	Mean %	Minimum & Maximum % Reported
Working with regular school staff	10.0	0 - 45	6.3	0 - 20
Supervising program activities	19.1	5 - 90	7.1	1 - 15
Program planning and scheduling	21.4	4 - 50	10.1	6 - 20
Recordkeeping/report writing	11.2	0 - 50	6.1	1 - 12
Locating and securing program resources/services	17.2	0 - 50	9.9	5 - 22
Attending community meetings	7.2	0 - 25	4.5	0 - 10
Other public relations activities	8.8	0 - 40	5.5	2 - 10
Other activities	4.9	0 - 30	4.4	0 - 15
TOTAL	100.0	95 - 100	54.1	48 - 75

2. Advisory Councils

All 20 (100%) project directors reported that their program received advice and guidance from one or more advisory councils. Some projects had separate councils for each school or neighborhood, while others had one overall council for the project. Also, some councils were concerned specifically with project related concerns while others included project-related issues among a larger set of issues with which they were concerned. On the average, there were about 5 councils per project, with the range being from one to 16 councils per project. Twenty-five percent of the projects had eight councils or more. In about half (55%) of the projects, at least one council had existed prior to the award of the federal project grant.

In response to an open-ended question, the majority (75%) of the project directors described one or more specific contributions made by their councils within the past year which had affected the operation of their community education program. Further, almost all (90%) indicated that the project had provided training to the councils and 45% indicated that financial reports were provided to their councils on a regular basis.

Council chairpersons at the 11 visited sites generally indicated their councils were moderately to very involved in assessing community needs, developing or planning community programs and evaluating/assessing programs; they were least involved in preparing proposals. Many (47%) of the 38 council chairpersons interviewed mentioned specific community-related projects as accomplishments of their councils. Exhibit 48 describes in more detail council involvement in program processes at the 11 visited sites.

EXHIBIT 48

COUNCIL INVOLVEMENT IN SELECTED LEA PROGRAM PROCESSES

COMMUNITY EDUCATION PROCESS	Moderate to Very Involved	
	No.	Percent*
Assessing Community Needs	28	74
Developing/Planning for Community Programs	26	68
Evaluation/Assessing Programs	23	61
Developing/Planning Education Programs	21	55
Implementing Programs	19	53
Preparing Proposal for Program Funds	13	34

*Due to multiple responses, percentages do not equal 100%.

The median number of council members across the 20 projects was reported to be 35, and most (83%) of the 38 council chairpersons interviewed reported that there were from six to 20 persons on their councils. The council chairpersons also generally indicated that the councils were somewhat informal groups, with over half (52.6%) having no bylaws or written rules. Most councils (74%) met about once a month.

Across all 20 projects, council membership generally included representatives from the project school or school district, community agencies, and the community at large. Exhibit 49 below, provides a summary of the groups and organizations represented on the councils at the 20 projects.

EXHIBIT 49

ORGANIZATIONS AND GROUPS REPRESENTED ON COMMUNITY EDUCATION ADVISORY COUNCILS

ORGANIZATIONS/GROUPS	PROJECTS	
	NO.	PERCENT*
Community Agencies	20	100
Citizen Group Representatives	20	100
Individual Private Citizens	20	100
Grantee/School Staff	19	95
Local Government	4	20
SEA, and other LEA's	1	5
Local Businesses	1	5

*Due to multiple response, percentages do not equal 100%.

The 38 council chairpersons interviewed indicated they had served from one month to 84 months, with about a third (34%) reporting they had been on the council less than six months. Of various ways of becoming a council member, the most frequently mentioned was by appointment (42%) by project or sponsoring agency staff.

In general, council chairpersons were very involved in community work, with only nine (24%) persons interviewed indicating that this was their first experience as a council/board member. Of those who indicated participation on other boards or councils, more stated participation in school related or community-wide groups than in neighborhood groups or regional/state or national groups. Exhibit 50 below summarizes past and current participation by advisory council chairpersons on boards and councils not associated with the projects.

EXHIBIT 50

PARTICIPATION OF COUNCIL CHAIRPERSONS ON BOARDS AND COUNCILS NOT RELATED TO THE PROJECT

TYPE OF BOARD/COUNCIL	PRIOR PARTICIPATION		CURRENT	
	NO.	PERCENT*	NO.	PERCENT*
School Related	13	45	17	59
Community Wide	12	41	12	41
Neighborhood	6	21	7	24
Regional/State/National	5	17	5	17
No Other Experience	9	24	9	24

*Responses are from 38 chairpersons. Due to multiple responses, percentages do not equal 100 percent.

In addition to prior service with school and community groups, the chairpersons had several other traits in common. They tended to be women (66%), between the ages of 22 and 64 (93%), who expressed satisfaction (46%) or great satisfaction (49%) with project activities. In addition, most (65%) also participated in one or two project supported activities. Their stated reason for participation was community betterment (84%), which is consistent with their involvement in committee work.

E. Project Types

One of the analytic goals of the study was to identify meaningful types of clusters of projects. This would answer the first study question, "How might community education projects be typologized?" and would provide a basis for determining whether there were important differences across types in terms of project results. In essence, 11 context, input, and process variables taken from information supplied by project directors were used to typologize the 20 LEA projects. As discussed below, seven fairly divergent clusters of projects were found, each containing from two to four LEA's.

1. Procedures Used for Clustering LEA Projects

In essence, it was desired to group projects in such a way that highly similar projects would be considered together, thus providing an understanding of the types of LEA projects being federally funded. Also, this would allow comparisons of projects which had different characteristics in terms of which type was more effective. Because of the small number of refunded LEA's (20) and the diversity of information available, a series of stages was used to create the typology. As an initial step, separate hierarchical (or single linkage grouping) cluster analyses of context, input and process variables were used to form composite and/or non-redundant measures.* An overall cluster analysis using the 11 "best" measures culled from the separate analyses then was used to cluster LEA projects.

The set of 11 varibles used for clustering projects is listed in Exhibit 51. Since it is based on earlier cluster analyses, it was believed to cover a wider range of project characteristics and a statistically more reliable set of measures.

2. Results of LEA Project Cluster Analyses

Using the 11 variables, the within-clusters variation was 8.56 and optimally clustered 19 LEA's into seven groups; one LEA had highly divergent data from other LEA projects and was not included in other analyses. The LEA project cluster (LPC) sizes ranged from 2 (LPC 2 and 6), 3 for LPC 3, 1, and 4, and 4 for LPC 5. These are presented in Exhibit 52. The seven clusters could have been reduced to six or fewer by carrying the clustering process further, but less homogeneous (or dissimilar) and harder to interpret groupings would have resulted. This stage was therefore considered optimal.

As a type of cross-check on the results, the clustering strategy assigned the 11 LEA's which were visited for personal interview purposes to all seven of the clusters. This is optimal and confirms the site visitation sampling design, which was to select highly divergent SEA's and thus contact a generally representative cross-section for in-depth information. Conversely, since almost every visited LEA was assigned to a different project cluster, the clustering results appear to be sound on that basis.

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*The size of the within-clusters grouping error was used as a measure of variation. The "optimal" clustering stage (which also was used on the interpretability of the clusters) therefore occurred when the within-clusters grouping error was: for context variables 10.47, for impact variables 17.51, and for process variables 14.18.

EXHIBIT 51

VARIABLES USED FOR TYPOLOGIZING LEA PROJECTS INTO CLUSTERS

NUMBER AND NAME OF VARIABLE		HOW FORMED
*L1	Total Student Enrollment for Fall 1977	Project director survey item, divided by 1,000 (to reduce overly large variation)
*L2	Coordination and Cooperation Between LEA and Community Agencies before July 1976	Project director survey items (each in a not present-present format) summed to form a composite for the seven coordination methods: participation on inter-agency councils, and joint committees; mutual referral of clients; shared facilities, equipment/materials; personnel/volunteers for projects; joint funding of projects
*L3	Years that CE Program has been Operating in the LEA (Federal and non-Federal-supported)	Project director survey item
**L4	Local Organizational Support for the Project	A four-part composite score, formed by adding together (a) whether or not school boards had formally endorsed the CE concept before July 1976, (b) whether or not non-Federal funding support during the first two project years was provided from eight specific sources (agency, tuition/fees/user charges, general local government, other LEA's who are not grantees, other community agencies, SEA, other state agencies, and private organizations), (c) presence or absence of a needs assessment before July 1976, and (d) presence or absence of a resource assessment before July 1976.
**L5	Number of Owned Buildings used for CE activities/services	Project director survey -- the sum of the number of LEA-owned and owned by others buildings
**L6	Extent of Involvement in Initial Federal Project Proposal Devel.	A four-point involvement rating scale score summed across nine categories of participants (including LEA-, SEA-, and community-levels)
**L7	Duration of Project Director's Employment by the grantee	Project director survey items -- months employed by grantee plus months as Federally-supported CE project director
***L8	Extent of Involvement in Actual Project Operations	Formed from two parts: (a) a four-point involvement rating scale summed across the same nine categories of participants as variable L6 above and (b) the number of part-time professional staff in the second project year
***L9	Number of Major Project Objectives	Project director survey item -- the number of objectives considered by project as being major from a list of five
L10	Most Important Project Objective	Project director survey item, selected from a list of seven (including other)
L11	Staff Size	Project director survey item -- number of full-time professional staff in the second project year

*Based on context variable cluster analyses.

**Based on input variable cluster analyses.

***Based on process variable cluster analyses.

Note: Variables not designated with asterisks represent key or special background variables and were not included in earlier cluster analyses.

EXHIBIT 52

LEA PROJECT CLUSTERS FORMED FROM CLUSTER ANALYSES

LEA PROJECT CLUSTERS (LPC)	NUMBER (n=19)**	NAMES OF LEA's
1	3	Paradise Valley, Arizona *Lynn, Massachusetts South Kitsap, Washington
2	2	*Tucson, Arizona Austin, Texas
3	3	*Horry County, South Carolina *Paramount, California *Poudre Valley, Colorado
4	3	*Mississippi Bend, Iowa Lancaster, South Carolina *Comal County, Texas
5	4	Owen County, Kentucky Alamogordo, New Mexico Shannon County, South Dakota *Gloucester County, Virginia
6	2	*Bowling Green - Warren County, Kentucky *Salem, Oregon
7	2	Birmingham, Michigan *Rush-Henrietta, New York

*Selected for site visits

**Unassigned to any project cluster -- Kanawha County, West Virginia

Multiple group discriminant function analyses were used to confirm the grouping results of the cluster analyses, although they were not the primary technique. Nine of the 11 variables were able to statistically differentiate the seven clusters from each other, thus showing that these variables were powerful.* Seven of these variables also were able to independently differentiate the projects; the four variables which could not do so (based on univariate analysis of variance results) were: organizational support, duration of project director employment, number of major project objectives and most important project objective. However, when interrelationships between the nine variables were statistically considered, then the organizational support became a "stronger" dimension on which the LEA clusters differed. Moreover, as Exhibit 53 indicates, the plot of the first two linear composite discriminant scores (formed from weights applied to these nine variables) generally succeeded in separating the score patterns of some of the seven clusters. However, certain groups were not as well separated as others (i.e., implying that if the clustering process had been stopped at a different point, it would have grouped those LEA's together as being fairly similar).

However, using the cluster analysis results as the prime basis for grouping projects, it appears that each cluster was distinguished from others in the following way (referring to the median scores provided in Exhibit 54):

- LPC 1 - had lowest score on pre-July 1976 LEA-community agency coordination and the lowest duration of project directors' employment of all the clusters.
- LPC 2 - had the highest total student enrollment and the second highest score on coordination prior to 1976.
- LPC 3 - had the highest organizational support score and the lowest number of owned buildings used for community education purposes.
- LPC 4 - had the lowest involvement in the federal proposal development process and lowest pre-July 1976 interagency coordination level (as did the LPC 1 group).
- LPC 5 - had the lowest number of years that the community education program has been operating, the second smallest staff size, yet the second highest proposal development score.

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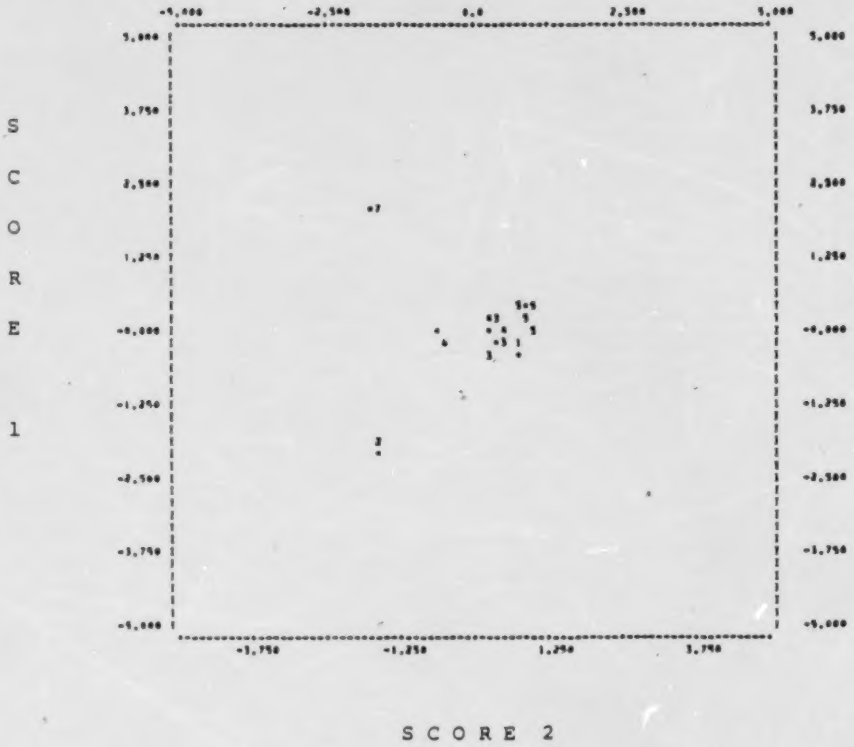
* The two variables which highly overlapped with the others and thus were redundant were: duration of employment of project director and most important project objective.

EXHIBIT 53

PLOT OF LEA PROJECT CLUSTER VARIABLES' DISCRIMINANT FUNCTION SCORES 1 and 2



*Indicates a cluster centroid, or pattern of group means on each variable

NOTE: Multivariate F-ratios indicate that: (a) project clusters 1, 3, or 5, as well as (b) project clusters 3 and 4 or 5 are not statistically significant (p > .10; 9, 4 df)

EXHIBIT 54

MEDIAN SCORES OF CLUSTERING VARIABLES BY LEA PROJECT CLUSTERS (LPC)

Variable Number	LPC 1 (n=3)	LPC 2 (n=2)	LPC 3 (n=3)	LPC 4 (n=3)	LPC 5 (n=4)	LPC 6 (n=2)	LPC 7 (n=2)
L1	14.42	58.99	14.00	7.01	3.62	17.42	10.55
L2	8.00	13.00	10.25	8.00	8.00	14.00	9.00
L3	1.00	5.50	3.00	3.00	0.50	5.50	23.50
L4	7.00	4.00	10.50	7.00	5.50	6.50	5.00
L5	6.00	7.50	4.25	11.00	4.50	12.00	16.00
L6	20.00	19.50	21.25	12.00	22.00	28.50	21.50
L7	32.00	92.00	78.00	71.00	43.50	50.00	35.00
L8	22.00	25.50	28.00	32.00	28.00	30.50	43.00
L9	3.50	3.50	4.50	5.00	4.00	5.00	5.00
L10	2.00	4.50	2.00	4.00	2.00	0.00	3.00
L11	3.75	3.00	1.75	2.50	1.17	2.50	0.50

- LPC 6 - had the second greatest length of time that the community education program has been operating, the second greatest number of owned buildings, and the highest involvement score in actual project operations.
- LPC 7 - had the longest length of time that the community education program has been in operation, the greatest number of owned buildings, and the lowest staff size.

The project in Kanawha County, West Virginia, was assigned to "its own cluster" by the analytic technique because it was statistically divergent from the other LEA's (although close to the LPC 6 cluster); it differed from the other clusters in: (a) having the largest total student enrollment, (b) the lowest number of owned buildings used for community education activities/services, and (c) the greatest duration of project director employment. It was similar to the LPC 1 and LPC 4 groups in having, as they did, the lowest pre-1976 interagency coordination score.

The variables which most differentiated the seven clusters of projects were the following: (1) total student enrollment for fall 1977, (2) years that the community education program has been operating in the LEA, (3) number of owned buildings, (4) local organizational support for the project, and (5) coordination and cooperation between LEA and community agencies before July 1976.

F. Summary

As described above, the 20 refunded LEA projects differed with respect to specific project goals and objectives but almost all placed an emphasis on coordinating community services, increasing community involvement in schools, and expanding the use of school facilities. To accomplish their objectives the projects varied in terms of staff, financial resources, and the environment with which they had to contend. After an analysis of a larger group of context, input and process variables, a set of 11 were used to group the 20 LEA's, and seven clusters of projects emerged. Following an overall summary in the chapter which follows, the relationship between the clusters, other project descriptors, and various measures of project activities and results will be discussed.

CHAPTER 12. LEA PROJECT RESULTS

A. Overview

In their first year and a half of operation the LEA projects produced substantial results. Individual citizens endorsed services they received from the projects and impacts were made on local school systems and other community agencies. From a wide range of different types of respondents the projects were reported to have made positive contributions to the quality of community life.

All 20 of the directors of the refunded LEA projects were asked what they considered to be the major impacts of their community education project on the local school district, on other facets of the communities they served, and on individuals who participated in project supported activities. After review, their narrative answers to these open-ended questions were grouped and categorized under appropriate descriptive phrases. Exhibit 55 below presents the results of this analysis, summarizing those major impacts mentioned by 25% of the project directors or more.

EXHIBIT 55

MAJOR IMPACTS OF LEA PROJECTS IDENTIFIED BY THEIR DIRECTORS*

MOST FREQUENTLY CITED IMPACTS	Projects	
	No.	Percent
I. IMPACTS ON THE SCHOOL DISTRICT		
Greater utilization of school resources and facilities	10	50
Change in orientation - increased responsibility/ more focus on the community	8	40
More community support for schools (political)	6	30
More community education programs	5	25
II. IMPACTS ON THE COMMUNITY		
New services	9	45
Increased citizen involvement in community decision-making	9	45
Increased interagency cooperation	5	25
Increased cooperation with schools	5	25
III. IMPACTS ON THE INDIVIDUAL PARTICIPANT		
Greater involvement in community life	9	45
More people getting other services	8	40
Skill development (including leadership)	8	40
More people served by classes	5	25
Greater sense of individual potency	5	25

*Impacts cited by 25% or more of the LEA project directors in response to an open-ended question asking them to list the most important impacts of their projects.

Data from school district personnel, staff of other community agencies, and other community residents who were knowledgeable about the projects in the eleven visited sites corroborated the project directors' views. As will be apparent from the discussion below, the data from all the projects reflect reasonably high levels of project activity and essentially positive results, with no type of project being clearly superior.

B. Levels of Project Activity

The LEA projects were generally engaged in similar activities. With varying degrees of emphasis, all devoted some effort toward increasing the number of educational and social services available in their communities, and working with agency and citizen groups in local community problem solving activities. As a consequence of these activities, projects increased the level of services available to a wide range of residents, including those with various handicaps and other special needs.

1. Educational and Social Services

As summarized in Exhibit 2 below, all 20 projects supported the provision of enrichment (i.e., non-credit) classes in their community; these classes were typically offered through the local school district but often were also provided through departments of recreation and local community colleges. The involvement of project staff in the provision of these classes generally took the form of identifying the community needs and scheduling or negotiating for time, instructors, and location. The number of enrichment classes supported by project staff ranged from five to four hundred, and the median number was 82.

Almost as common as supporting enrichment class activities was provision of staff support for other types of recreational, social, and cultural events. Specific examples of these events varied from arranging for the use of school gymnasiums through organizing neighborhood dances, plays and senior citizen clubs. As indicated below, these types of activities were present in 90% of the projects; according to the project directors the number of such events varied from 2 to 244 per project, with the median being 42.

Sometimes closely related to recreational and social programming, staff in 85% of the projects provided support for the delivery of health and social service programs. In some locations this simply meant arranging for the regular use of school or other facilities so that a public service could be provided on the neighborhood level. In other cases this meant regular outreach into the community to seek persons in need of the service, while in others it meant assuming full responsibility for coordinating a health fair or similar special event. In several projects, special efforts were directed toward senior citizens, with project staff coordinating delivery of hot meals offered in schools in conjunction with social and educational programs. On the average, project directors reported that staff supported seven such programs per project, with the range being from two to fifteen.

As shown in Exhibit 56 below, in most but significantly fewer projects (i.e., 55%) staff also assisted the school district and/or local college or university to provide classes for academic credit. Typically this was a major concern of project staff where the adult education program of the school district was quite new or lacking in adequate staff, if indeed it had existed at all. On the average, project directors reported that staff had supported an average of seven classes, with the range being from two to twelve.

EXHIBIT 56

MAJOR LEA PROJECT SUPPORTED ACTIVITIES
BY NUMBER AND PERCENT OF PROJECTS

ACTIVITY	No.	
Enrichment Classes	20	100
Recreational/Social/Cultural Programs	18	90
Direct Health & Social Services Programs	17	85
Academic Classes	11	55

As shown in Exhibit 57, most projects also provided assistance to interagency and other community groups. In 65% of the projects, staff were instrumental in forming interagency coordinating councils or committees, and in 60% they assisted in establishing neighborhood improvement and other community groups. Both with respect to interagency councils and community groups, the project personnel typically served in a support staff capacity. They handled logistical arrangements and otherwise assisted as much as possible, but generally they were not among the formal officers of the groups.

EXHIBIT 57

GROUPS ESTABLISHED AND ASSISTED
BY NUMBER AND PERCENT OF LEA PROJECTS

ACTIVITY	No.	Percent
Interagency Committees Assisted	16	80
Interagency Committees Established	13	65
Other Groups Assisted	16	80
Other Groups Established	12	60

2. Description of Participants Served

As reported by the 20 project directors, most (55%) of the projects supported programs or services provided by their school district for the mentally and/or physically handicapped, limited-Engligh speakers, and other special needs groups. A summary of the number and percent of projects offering special support for such programs is provided as Exhibit 58, below. It should be noted that these were special programs offered by the school districts; handicapped persons were included among other participants in at least several of the other projects.

EXHIBIT 58

NUMBER AND PERCENT OF LEA PROJECTS SUPPORTING PROGRAMS
THROUGH THEIR SCHOOL DISTRICTS FOR
PERSONS WITH SPECIAL NEEDS

SPECIAL NEEDS GROUP	No.	Percent
Physically Handicapped	8	40
Limited-English Speakers	7	35
Mentally Handicapped	4	20
Teenage Parents	1	5

Project records were such that reliable estimates of the number of persons served at the local level could not be obtained. In some projects, recordkeeping of most sorts was a very low priority. In others, there were reasonably good records, but information from one project frequently could not be combined with information from the next. All projects were plagued with the complexity of operationally defining project participation -- some keeping records by type of activity, some by geographic location or facility (i.e., neighborhood, school, or center), and most with only half-hearted commitment, and little concern for double counts in some areas and total omissions in others. Basically, there were no meaningful rewards or punishments associated with doing so.

At the 11 visited projects, however, interviews were conducted with 390 individuals, including advisory council chairpersons, who had participated in project sponsored activities. Based on this information, the following picture of the typical program participant emerged. Excluding students (K-12), program clients tended to be 22 to 64 years old (86%), female residents of the community (66%), who had lived in the community for two years or longer (88%). Further, council chairpersons and other project clients tended to participate in one to two activities. Many stated their major reason for involvement was community betterment (council members - 87%; other clients - 38%), with the second most common reason for client participation being to develop a personal skill (council members - 5%; other clients - 28%).

C. Project Self-Evaluation

The directors of the 20 refunded LEA projects provided assessments of project results along several dimensions. Means, medians, and percentages were used to determine the typical level of impact found on: (a) certain survey items, and (b) composite measures created through using cluster analysis techniques to group variables which tapped similar issues, and thus were more statistically reliable. Each of these impact dimensions is described below.

1. Project-Specific Goals and Objectives

Project directors were given the goals and objectives listed in their first year grant proposals and were asked to indicate on a five-point scale the extent to which each had been achieved. All 20 project directors responded, and overall they reported that most (79%) of the first year objectives had been accomplished or almost accomplished. Some progress had been made on 17% of the objectives, there had been a little progress made on 2%, and 3% had not been addressed at all. The explanations offered for making little or no progress on an objective included that it was contingent on accomplishing another objective which had only partially been achieved, lack of available staff or resources, and failure to motivate teachers and community volunteers.

At the project level, each reported accomplishing or almost accomplishing over half of their objectives, and 50% (10) of the projects reported having fully accomplished over half of their objectives for the first year. Conversely, five projects identified at least one objective which had not been addressed and four identified objectives on which little progress had been made. In no case did this amount to half or more of the project's objectives, and in only two was it as many as a third.

A summary of the project directors' assessments of progress in accomplishing their project's specific goals and objectives is presented as Exhibit 59 below.

EXHIBIT 59

SUMMARY OF LEA PROJECT DIRECTORS' ASSESSMENTS OF THE EXTENT TO WHICH EACH OF THEIR PROJECT OBJECTIVES FOR THE FIRST PROJECT YEAR WAS ACCOMPLISHED

	EXTENT OF ACCOMPLISHMENT				
	Not Addressed	A Little Progress	Some Progress	Accomplished	Accom-plished
% of Project Objectives (n = 242 objectives)	3%	2%	17%	22%	55%
% of Projects Reporting 1 or more Objective (n = 25 projects)	25%	20%	70%	95%	90%

2. Compliance with Eight Minimum Elements

LEA projects were required to plan their programs in accord with eight minimum elements of a community education programs which were established as federal policy.* In operationalizing these elements for this study two were subdivided, resulting in a total of eleven areas of investigation. Exhibit 60 lists these federal requirements followed by the number and percent of projects which fulfilled each. As can be seen from this table, according to information available from the mail survey of project directors, not all projects fulfilled all requirements. Specifically, of 11 requirements:

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*Federal Register Part 2. Friday, December 12, 1975. Volume 40, No. 240.

- 15% (3) of the projects fulfilled all 11,
- 30% (6) of the projects fulfilled 10,
- 25% (5) of the projects fulfilled 9,
- 20% (4) of the projects fulfilled 8, and
- 10% (2) of the projects fulfilled 7.

Based on the directors' responses, the projects were clustered and compared in terms of the following groupings:

- Type of grantee: single school district, multi-school districts, or non-school district;
- New or established project;
- Urban or rural project;
- Low or high proposal emphasis on citizen participation; and
- Presence of refunded SEA community education project in the state or not.

One statistically significant relationship was found. There was a relationship between the reported presence of the eight minimum elements and the emphasis in project proposals on citizen participation, with further analysis showing that projects with high citizen participation emphasis had more of the minimum elements (overall mean score = 20.8 vs. 19.6).*

It should be pointed out, however, that project directors were not specifically asked if the number of hours of school facility use (requirements 4.c) had increased; this information was taken from their answers to other questions concerning project impacts. Based on information from the site visits, it is clear that some projects did fulfill this requirement but did not mention that fact. When the field evaluation teams returned from their visits to 11 LEA projects, the evaluators rated the projects they visited in terms of the eight elements. This data indicates that in each of the 11 projects, each element either was present or being worked towards.

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*$F = 4.447$, $p = < .05$

EXHIBIT 60

LEA PROJECT COMPLIANCE WITH "8 MINIMUM ELEMENTS" AS DERIVED FROM THE PROJECT DIRECTOR MAIL QUESTIONNAIRE

	"MINIMUM ELEMENT"	PROJECTS	
		No.	%
1.	The program must provide for direct and substantial involvement of a public elementary or secondary school in the administration and operation of the program.	20	100
2.	The program must serve an identified community which is at least co-extensive with the school attendance area of the school involved in it, except where circumstances warrant the identification of a smaller community.	20	100
3.	Program services to the community must be sufficiently concentrated and comprehensive in a specific public facility. Satellite or mobile facilities related to the community center may be used by the center for the provision of a portion of the program's activities.	19	95
4.	The program must extend the program activities and services offered by, and uses made of, the public facility being used. This extension should include the:		
	a) scope and nature of the program service,	14	70
	b) the total population served, and	15	75
	c) the hours of service	10	50
5.	The program must include systematic and effective procedures (i) for identifying and documenting on a continuing basis the needs, interests, and concerns of the community served, and (ii) for responding to such needs, interests, and concerns.	15	75
6.	The program must provide for the identification and utilization to the fullest extent possible of educational, cultural, recreational and other existing or planned resources in the community. The program must also be designed to encourage and utilize cooperative arrangements among public and private agencies to make maximum use of the talents and resources of the community, avoiding duplication of services.	18	90
7.	The program must be designed to serve:		
	a) all age groups in the community as well as	18	90
	b) groups within the community with special needs (such as persons of limited English-speaking ability, mentally or physically handicapped, etc.) or other special target groups not adequately served by existing programs in the community.	13	65
8.	The program must provide for the active and continuous involvement of institutions, groups and individuals broadly representative of the community served. They must be continually involved in the assessment of community needs, the identification of community resources, and in program evaluation.	17	85

Assigning 1 point for non-adherence and 2 points for adherence to the elements, projects had a mean score of 20.3 out of a maximum possible score of 22.

3. Citizen Involvement

Each of the 20 project directors was asked whether there had been a change attributable to the project in: (a) citizen participation in school decision-making, (b) citizen participation in non-school decision-making in the community, and (c) whether there had been changes in the attitudes of teachers and administrative staff toward the community. Using the cluster analysis technique elsewhere described, these items were found to form a composite score which was believed to give a stronger indication of impact along this dimension than would any one alone. Assigning each of the three items a possible score of from 1 to 4 and summing the results from each project, the median score across the 20 projects was 9.75 out of the maximum score of 12, indicating considerable increased participation.

4. Interagency Cooperation

Using the same clustering technique, a four-item composite score was used to assess increased interagency cooperation. Each director was asked whether there had been a change in: (a) cooperation between schools and non-school governmental agencies, (b) schools and private agencies/associations, (c) services to the elderly generally available in the community, and (d) drug abuse by students and youth. More specifically, the directors were asked to indicate whether, because of the project, there had been: change for the worse, no change, some change for the better, or considerable change for the better. Assigning each of the four items a score of from 1 to 4 and summing the results from each project, the median score across the 20 projects was 12.83. As shown in Exhibit 61, 56% of the projects had the maximum score of 16 (considerable change); the median score of 12.83 was beyond the "some change for the better" level. Thus, according to the project directors, these federally supported projects did increase interagency cooperation.

5. Community Support for Schools

The final dimension of self-reported impact pertained to increased support in the community for schools. As will be discussed below, most data in this area was obtained from community members and agency staff during the site visits. There was, however, also an interest in having an assessment from the directors of all 20 projects. Specifically, each director was asked to assess the change in community support on the same four point scale described above. Across the 20 projects the median score was 3.19 out of a possible 4.0, with 30% of the directors reporting that "considerable change for the better" had occurred.

EXHIBIT 61

SUMMARY OF CITIZEN INVOLVEMENT, INTERAGENCY COOPERATION, AND COMMUNITY SUPPORT FOR SCHOOLS AS REPORTED BY LEA PROJECT DIRECTORS

Impact Measure	% Above Mean	Mean	Median	Maximum Score Possible
Citizen Involvement	61.1	9.56	9.75	12.00
Interagency cooperation	56.2	12.38	12.83	16.00
Community Support	30.0	3.25	3.19	4.00

6. Summary

Interpreting these findings, a very clear pattern emerges, regardless of the impact measure used. According to their directors, the LEA projects were highly effective. Overall, most of their objectives were accomplished, the eight minimum elements were present in most projects and being worked toward in the rest, and citizen involvement, interagency cooperation and community support for schools all were reported to have increased.

Because a self-serving bias potentially existed in the project directors' assessments of impacts, the study design provided for visits to 11 projects to gather additional information on project operations and impacts. As discussed below, this information tended to confirm the project directors' reports, thus supporting the validity of the information above.

D. Supplementary Data from Visits to Eleven Projects

As a supplement to data provided by the project directors, information, primarily on project impacts, was obtained from school staff, personnel from other community agencies, and participants in project supported activities. More specifically, this included school superintendents and board members, principals and teachers at participating schools, project building level coordinators, chairpersons of project advisory councils, other participating members of the community, and representatives of community agencies. A summary of the data pertaining to project results from each of these groups is presented below.

1. School Superintendents and Board Members

Interviews were conducted with 29 school superintendents and board members at the 11 visited sites. No statistically significant differences were found between superintendents and school board members in their impressions of the community education project, and,therefore, their responses will be reported together.

Overall, the impression of the 29 respondents was quite favorable, with 97% of the superintendents and board members reporting they had a positive or very positive impression of the project. Specific impacts of the projects mentioned by over 70% of the respondents were some or considerable change for the better in: community involvement in schools, community improvement activities, and relations between the schools and non-school governmental agencies.

The superintendents and board members were also asked what they felt the effect on the program would be if federal funding were terminated in the next year. Their response was quite similar to the project directors; 83% (24) predicted a decline in services and activities and 14 % (4) indicated the program would operate in the same manner. The most often cited sources of possible future funding for the projects were the local school district and general local government.

2. Principals

A total of 55 principals from project related schools in the 11 visited LEA's were interviewed, and their overall impressions of the community education projects were quite favorable. In response to a direct question asking for their summary impressions, 42% (23) said they had a positive impression and 56% (31) said they had a very positive impression of their project. As a group, the elementary school principals (K-6) most strongly endorsed the program.

The principals also were asked several other questions regarding the operations and impacts of the community education projects. With respect to impacts:

- 85% (45) reported that their buildings were now open more for community use as a result of the projects; of those responding, the median number of additional hours per week was 11.
- 80% (44) reported that additional resources had been made available to the staff and students at their school because of the project; the most frequently cited examples were community volunteers and enrichment opportunities for students, both of which were cited by 82% (36) of the principals responding.

- 77% (41) reported that there were changes in the types of cooperation and communication between their school and other agencies which could be attributable to the project.

In addition, the principals' responses on seven rating scale items were grouped to form a composite measure relating to school-community cooperation.* The results of this showed 52% of the principals indicating some or considerable change for the better as a result of the project. Further analysis showed that principals from elementary schools were more likely than intermediate school principals who in turn were more likely than high school principals to attribute changes in school-community cooperation to the community education projects.

Finally, the principals were asked whether involvement of their school staff with the community had changed in any of five designated areas over the past two years. Concerning these five areas of involvement, judgements of principals in elementary schools, intermediate schools, and high schools did not differ, and all indicated there had been one area of change or more. Depending on the type of involvement, between 49% and 70% of the principals indicated that there had been some increase, with the greatest being participation in social and recreational activities and the least being participation in neighborhood meetings and on councils.** The principals were then asked whether they believed any of the changes were attributable to the community education project, and to this 46% of those responding said that they did. Thus, almost half of the principals indicated that there were relatively specific changes in the type and extent of involvement of school staff with the community as a result of the project and slightly over half indicated that overall school-community cooperation had improved.

3. Teachers

The sample of teachers interviewed at the schools participating in the 11 visited LEA projects included only those who had taught at the school for at least two years. Where available, ten elementary and ten secondary school teachers per project were randomly selected. Teachers were interviewed to determine the extent to which the community education project had an impact on the regular school program.

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*The specific items making up the composite score pertained to: community support for schools, attitudes of teachers and administrators toward the community, cooperation between schools and private and governmental agencies, services to the elderly in the community, school vandalism, and participation of citizens in school decision-making.

**The other three areas were: seeking community residents to assist with the K-12 program (61%); organizing or administering community needs assessments (60%); and teaching classes in the afternoon/evening program to other than K-12 students (59%).

Of 167 teachers interviewed, 38% (63) reported they had a positive attitude toward the projects and an additional 59% (84) reported a very positive attitude. Other responses are described by the following:

- 45.5% (76) had been directly involved in their district's community education project as a community education teacher, participant, or volunteer.
- 64.7% (108) indicated that during the program's period of operation, additional resources were made available to their students in the form of enrichment opportunities, community volunteers or classroom learning materials.
- 55.9% (93) indicated the community education project had positive effects on students' attitudes about school.

In addition, teachers were asked to rate the community support for their school prior to the start of the community education project and at the time of the site visit. They were also asked to rate the degree of community involvement in the school over the same period. With respect to community support, 64% (93) of the 145 responding teachers reported that there had been an increase in community support over the time of the project; 35% indicated that there had been no change and 1% said there had been a change for the worse. Regarding the degree of community involvement, the responses are almost exactly the same. That is, of 143 teachers responding to this question, 64% said involvement had increased, 35% said it had remained the same, and less than 1% said it had declined.

4. Building Coordinators

To provide an assessment of the project from a staff perspective other than the project directors', 39 building level coordinators were interviewed. As discussed in the preceding chapter, 36% were employed by the project part-time and their duties and backgrounds varied considerably.

With respect to impacts, the coordinators were asked 13 questions which clustered into six groups. The overall levels of impact for the 39 coordinators are listed in Exhibit 62 by the six impact measures. As Exhibit 62 indicates, the LEA projects were highly effective as reported by their building level staff at the 11 visited projects.

EXHIBIT 62

PATTERN OF LEA IMPACTS REPORTED BY BUILDING LEVEL COORDINATORS

IMPACT MEASURE	% Above Mean	Mean	Median	Maximum Score Possible
Increased Building Openness	96.9	3.94	3.98	4.00
Increased Commun. Services	64.1	6.36	6.84	8.00
Increased Commun. Contribution to Schools	74.4	4.87	4.975	6.00
Community Participation	54.1	9.65	9.69	12.00.
Community Support for Schools	53.3	6.06	6.17	8.00
Overall Impressions of the Project	66.7	4.67	4.75	5.00

Because of expressed interest among community education practitioners, analyses were conducted to determine the relationship between these measures of impact and (a) the number of buildings for which a coordinator was responsible, and (b) whether or not the coordinator had had prior academic courses in community education. With respect to the number of buildings, statistically significant relationships were found with the measure of increased community services and the coordinators' overall impressions of the project. Specifically, those coordinators responsible for only one building reported more positive overall impressions of their projects and responded more positively to the three items which clustered into the measure of increased community services.* The areas included in the community services measure were: (a) help provided by the project in starting groups, clubs, or other community organizations, (b) community institutions or agencies involved in the provision of services/activities in their school which were not involved prior to the project, and (c) changes in the services to the elderly generally available in the community. Twenty-three percent of the coordinators received the maximum score of 8.0 on this measure.

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* Corrected chi square significance for overall attitude is 0.024, and for community services it is 0.049. Spearman correlation coefficient significance values are .082 and .015, respectively.

With respect to the relationship between the impact measures and having had prior academic classes in community education, no meaningful relationships were found. It should be pointed out, however, that this may have been due to the broadness of the question asked and the generally positive findings overall; it should not be interpreted as a negative commentary on academic courses in community education.

5. Advisory Council Chairpersons

At each of the 11 LEA projects visited, the chairpersons of all project advisory councils were interviewed. The purpose of the interviews was to obtain descriptive information about the councils (summarized in the previous chapter) and their assessment of project impacts. With respect to project impacts, the council chairpersons were asked ten specific questions which clustered into three groups: 1) citizen involvement in schools, 2) school-community relations, and 3) school-agency cooperation.

Of the 38 chairpersons responding, 71% (27) reported that they believed citizen involvement in schools had increased because of the project. With respect to school-community relations and cooperation between schools and other agencies, council chairpersons were less certain of positive change. Specifically, only 42% reported that they believed there was an improvement in school-community relations and 55% reported there was either some or considerable improvement in inter-agency cooperation because of the project.

While the council chairpersons tended to be positive in their overall attitudes toward the projects, their responses to specific items seeking opinions regarding community change tended to be the least positive of the groups included in the survey. In considering these findings, some practitioners have speculated that of all those interviewed council chairpersons may have had the highest expectations for the projects, and that their responses are reflecting some measure of disappointment in terms of what they had hoped would have occurred.

6. Community Participants

At the 11 sites interviews were conducted with 352 community residents who were participating in a project related activity, and who were not advisory council chairpersons. As elsewhere defined in more detail (see Exhibit 12 , page 44) these were enrollees in project sponsored classes, members of project-related community groups, and/or persons who attended project supported social, cultural or recreational activities.

When asked how satisfied they were with project services, 71% indicated that they were very satisfied and 24% indicated they were satisfied. It must be noted, however, that frequently the respondents had a very limited understanding of community education or of the project, and, typically, they responded only in terms of the specific activity in which they were engaged when the interview took place. Indeed, because it was discovered during the field test of the study instruments that some participants had never before been exposed to the phrase "community education," the Development Associates interviewers were instructed to approach the community client interviews with a conversational and probing style; that is, if the respondent was unaware of the project, the interviewers spoke in terms of specific project sponsored activities which had been previously identified on site by the project director.

Advisory council chairpersons were also asked whether they were satisfied with the project, and 49% said they were very satisfied and 46% satisfied. A negligible percent of both groups of respondents indicated they were less than satisfied with project activities and services.

In addition to seeking an indication of satisfaction, community participants and council chairpersons were asked whether they agreed, disagreed or were undecided with respect to five statements. The two groups were in generally equal agreement regarding the following:

- I feel more comfortable going to school activities now than I did 1 or 2 years ago (67%);
- I take more advantage of activities offered by the schools now than I did 1 or 2 years ago (75%); and
- The types of programs and activities available through the schools help people in the community more than they did one or two years ago (87%).

On the other hand, their feelings about the following statements were different -- perhaps reflecting the dual role of the council person as client and overseer of the projects.

- I feel I have more influence over the kinds of programs offered to members of my community now than I did one or two years ago;
- Communication is better between the schools and community now than it was 1 or 2 years ago.

Council chairpersons were 95% in agreement with the first statement, while clients in general were 64% in agreement with it. Similarly, a substantially higher proportion of council chairpersons (92%) than other community participants (76%) considered communication between schools and the community to have improved.

7. Staff of Community Agencies

A representative of 91 community agencies at the 11 visited LEA projects was interviewed with the number of agencies contacted at each site ranging from five to ten. At each site five agencies with whom cooperation had been encouraged by federal directives were visited, whether or not there actually had been prior contact between them and the project. These agencies were:

- Department of Parks and Recreation (or equivalent);
- Department of Social Services (or equivalent);
- Department of Public Health (or equivalent);
- the Area Agency on Aging; and
- a local community college.

In addition to these mandated agencies, representatives of up to five other agencies or departments identified by the project director as cooperating with the community education project were interviewed. These could include major departments in the school district (e.g., vocational education, adult education, bilingual education, etc.) as well as independent agencies.

All agencies were interviewed to determine: (1) the role that agencies played in the community education process; (2) the perceptions and level of knowledge these agencies had of community education and the impact of the federal grant; and (3) the effect that the program had on their own delivery of services, and decision-making process.

Responses from the different agencies were compared with respect to measures of involvement with the projects and project impacts. No statistically significant differences among types of agencies were found. Therefore, their responses will be reported together.

With respect to impacts, 78% (71) of the agency representatives described the projects as having successfully facilitated an interagency network of services. This facilitation of a network of services was found to be associated with: (a) the community education projects' assistance to the agencies (81%), and (b) community education-attributed changes in methods or degree of grantee-agency cooperation/coordination (52%).

In addition, 58% (53) of the respondents reported positive or very positive staff attitudes about community education; 56% (51) of the agency representatives described positive changes in grantee-agency coordination/cooperation which was considerably or entirely attributable to the community education program; and 24% (22) of the related agencies described improved coordination/cooperation between themselves and agencies not directly related to the community education projects.

Summary

The responses from the wide assortment of individuals at the 11 visited projects were remarkably consistent and positive. Although written records and quantified data on project activities were in scant supply at most projects, what was available was reviewed by the evaluation teams during their visits as a supplement to the interview data. These materials, plus less structured discussions with individuals throughout the community, and evaluators' observations as they visited special events and attended citizen and interagency council meetings all were consistent with the information presented above. All of these sources, then, serve to corroborate the information provided by the project directors on the mailed questionnaire.

E. Relationship of Project Results with Other Factors

To obtain insight into project operations and what types of projects were more effective than others, various statistical tests* were used to determine if the project clusterings (each group of projects assigned a unique code) and certain designated factors were statistically related to the levels of impact reported on the project directors' mail survey form. The factors used to determine these potential relationships with impact measures were the following:

- Project cluster codes (numbered 1-7, the eighth cluster excluded since it contained only one LEA) described in the previous chapter
- Key variables of interest
  - Type of advisory council (none, project specific or project inclusive)
  - Geographic setting (urban or rural)
  - Type of sponsor (grantee is a single school district, two or more school districts, or is other than a school district; these were coded as 1, 2, or 3, respectively)
  - Mean federal grant award (in dollars) across the two years of a project's operation
  - Extent of emphasis on citizen participation in program decision-making as reflected in the federal grant proposal (low = 1, high = 2)
  - Type and extent of project director's training in community education (none, workshop experience, college courses, or an academic degree)
  - Administrative location: whether or not the project is part of a larger community education program or division (1 = no, 2 = yes)
- Activity variables

  Growth in the number of programs offered; based on two frequency of occurrence counts across six types of programs and five age groups; it was intended to be a growth of program services index attributable to the federal community education grant.

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*Kruskal-Wallis one-way non-parametric analysis of variance, and where useful, chi-square and rank-difference correlations were used.

- Whether or not project services were offered during the past year to mentally/physically handicapped, limited-English speaking or other special needs groups (no = 1, yes = 2)
- The number of interagency committees and other groups/ organizations which were established by the project
- The number of interagency committees assisted by staff or receiving material support from the community education project
- The number of other groups/organizations assisted by staff or receiving material support from the community education project
- The total number of academic classes (for credit) and enrichment classes (for non-credit) provided by the project through December 1977
- Extent projects achieved their own goals/objectives, as a weighted index, with, for example, "a little progress" assigned a weight of 2 while "accomplished" was weighted as 5 on the four-point rating scale; the summed crossproducts (number of goals in an accomplishment-level category times the weight for that category) were divided by the sum of the weights, or 14
- Presence of the eight minimum elements (scores created from a linear composite of 11 separate ratings, each on a 1 = not present, 2 = present basis); a maximum index score of 22 was possible

The overall levels of impact investigated for the 20 LEA's are listed below in Exhibit 63 by type of impact measure. As Exhibit 63 indicates, the LEA projects were highly effective as reported by their project directors. Reviewing the impact findings, the mean score of 3.25 for the amount of project-attributable change in community support for schools is above the rating scale point of "some change for the better," in fact, 30% stated that "considerable change for the better" had occurred.

Using median scores as an average level because of the high percentage of projects responding above the mean level, for both extent of change in citizen involvement and in interagency cooperation, considerable positive changes occurred. If "average median" item level scores were computed for each of these impact measures (i.e., 9.75 divided by 3 and 12.83 divided by 4), the impact levels were 3.25 and 3.21, respectively. In view of the large percentages of projects reporting highly positive impacts, the results probably should be interpreted as representing more than "some change for the better."

EXHIBIT 63

PATTERN OF LEA IMPACTS REPORTED BY PROJECT DIRECTORS

IMPACT MEASURE	% Above Mean	Mean	Median	Maximum Score Possible
Community Support for Schools	30.0	3.25	3.19	4.00
Citizen Involvement	61.1	9.56	9.75	12.00
Interagency Cooperation	56.2	12.38	12.83	16.00

Having determined that definite impacts occurred, statistical tests then were made to gauge what LEA project typology codes, key variables of interest and LEA project activity measures were related to levels of impact. Relatively few statistically significant results were found, compared to the number of statistical comparisons made. (Reasons for this are discussed in the limitations section of this volume.) These findings are summarized in Exhibits 64 and 65.

Interpreting these findings, the analyses* indicated that a change in the community support for schools was negatively related to the number of classes offered and positively related to citizen involvement (the latter also used as an impact measure). Citizen involvement was also negatively related to the number of classes offered. Thus, from the project directors' perspective, emphasis on citizen involvement is more positively associated with community support for schools than is providing relatively large numbers of academic and enrichment classes.

The analyses also indicated that the eight minimum elements score was positively related to citizen involvement and to interagency cooperation; that is, projects with high citizen involvement and those with high interagency cooperation scores tended to score highly on the measures of the presence of the eight minimum elements. In addition, interagency cooperation was also related to the administrative location of the project and to whether or not services were offered to special needs groups. When the project was part of a larger community education program or division (i.e., had the benefit of additional support and prestige) there tended to be greater interagency cooperation than when the project was not part of such a unit; these projects also tended to have programs specially designed for special needs groups (again, perhaps because the overall size of the community education effort in the district made it possible). As noted in Exhibit 65, however, there is a negative relationship between a project being part of a larger community education program and the number of community groups and interagency committees which were assisted. It is not clear from the information at hand whether this is because there are others (i.e., community education staff not associated directly with the federal project) filling this function or because these larger programs tend to put less emphasis on community organization efforts. The field visit data indicate that both situations exist.

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*Kruskal-Wallis one-way nonparametric ANOVA's.

Finally, it should be noted that the number of project-related classes was greater in urban than rural areas. Quite possibly, because of the greater number of people and resources in urban areas; with the same effort staff of urban projects can provide coordination and backstopping services to more classes than can staff in rural areas. In closing, it should also be noted that no relationships were found between (a) the typology measure (i.e., seven types or clusters of LEA's) and (b) the amount of federal funds awarded over the two year period, to any of the three measures of impact.

F. Summary

Overall the data indicates that the LEA projects were quite effective. High levels of project impact were reported by project directors, school personnel, members of other community agencies and community members involved in one or more of several ways with the projects. According to these respondents, and corroborated by written documents and observation where possible, use of school facilities had increased, additional community services which were valued by community residents were being provided, more communication and involvement between school and community was occurring, and various community agencies were cooperating more fully as a result of the program. In light of the extremely positive findings, it may be important to point out that included among the sets of respondents were many with no special reason to be supportive. There is a remarkable consistency in the findings, across respondent groups and data collection methods, which lends support to the overall assessment that the desired results of the local level aspect of the Community Education Program occurred.

EXHIBIT 64

PATTERNS OF RELATIONSHIPS OF LEA IMPACT MEASURES WITH OTHER FACTORS

IMPACT MEASURE	FACTOR*	INTERPRETATION OF DIRECTION OF RESULTS	CHI-SQUARE VALUE corrected for ties/p level	SPEARMAN (r_s) RANK DIFFERENCE value/p level
Community support for schools**	Number of classes offered	Community support was greater for LEA's offering 0-97 classes than for those offering 122-415 classes	6.199, $p < .013$	$-.530$, $p < .016$
Citizen Involvement***	Number of classes offered	Citizen involvement was greater for LEA's offering 0-97 classes than for those offering 122-415 classes	8.479, $p < .004$	$-.627$, $p < .005$
	Federal requirements (minimum elements score)	Citizen involvement was higher for LEA's having scores of 21 or 22 on the 22-point index than having scores of 18-20, and therefore more of the federal minimum elements	2.824, $p < .093$	.408, $p < .093$
Interagency Cooperation	Administrative location	Interagency cooperation was higher when the project was part of a larger program or division	4.130, $p < .042$	.525, $p < .037$
	Federal requirements (minimum elements score)	Interagency cooperation was higher when a greater number of minimum elements were met (21 or 22 on the 22-point score rather than 18-20)	3.129, $p < .077$	.457, $p < .075$
	Services offered in past year to special needs groups	Interagency cooperation was higher when services were offered	5.172, $p < .023$	.587, $p < .017$

* Categorized into levels when used in Kruskal-Wallis ANOVA tests. The exact ranges of valid data were used to create levels (e.g., no LEA's report classes between 98 and 121).

** Highly correlated with citizen involvement measure ($r_s = .669$, $p < .002$).

*** Highly correlated with the number of classes offered ($r_s = -.455$, $p < .058$).

NOTE: A probability level of .10 was used for all two-tailed significance tests.

EXHIBIT 65

PATTERNS OF RELATIONSHIPS OF LEA PROGRAM VARIABLES

KEY VARIABLES OF INTEREST	ACTIVITY VARIABLES	INTERPRETATION OF DIRECTION OF RESULTS	CHI-SQUARE VALUE corrected for ties/p level	SPEARMAN (r_s) RANK DIFFERENCE value/p level
Administrative location	Number of inter-agency committes and other groups established	The number of committees which were established were greater when the project was not part of a larger program or division	8.288, $p < .004$	-.661, $p < .002$
	Number of inter-agency committee assisted by project staff or material support	The number of committees assisted were greater when the project was not part of a larger program or division	4.870, $p < .027$	-.506, $p < .023$
Geographic Setting	Number of academic and enrichment classes offered	The number of classes offered were greater in urban settings	4.325, $p < .038$	-.269, $p < .252$

CHAPTER 13. STUDY LIMITATIONS AND CONSIDERATIONS FOR THE FUTURE

A. Study Limitations

Certain conceptual and methodological factors constricted the scope of the study and affected the interpretation of results. Although these were mentioned in Volume I, they are being mentioned here again, in slightly expanded form, for the benefit of methodologically-oriented readers in utilizing and fully understanding the study findings.

- All data were collected at one point in time without using comparison projects as a baseline.

  The study design basically is a cross-sectional approach: projects were contacted at one point in time, and asked for current and retrospective (pre-1976) information on operations, activities and impacts. It was beyond the study scope and resources to employ a baseline comparison group of unfunded yet similar projects, or a baseline supplied by before-after methodology. Such approaches would have more precisely determined if the levels of current project operations, activities and impacts reported could indeed be attributed to the federally supported projects. Although such methodologies were unable to be used here, one could still conclude the federally supported projects were effective. In fact, the project impacts reported were consistent across funding categories, types of respondents and types of impact measures.

- The study was based on evaluating a small number of refunded projects.

  The statistical precision of project-level comparisons was restricted in part by the sample sizes of 20 visited sites and by the target population itself only numbering 53 refunded projects. In particular, analyses at IHE levels had to be primarily descriptive since only six were refunded and four were visited. The fact that the comparison group sizes were relatively small affected the study in several ways: (a) by restricting the number of variables which could be included in a single analysis (since degrees of freedom would be exhausted, making results quite unreliable), (b) by affecting the choice of statistical techniques (which were primarily nonparametric due to the likelihood that underlying distributions would not be present and patterns of data would be skewed), and (c) by making various means, medians (i.e., measures of central tendency) unstable, due to the small number of projects or respondents falling within the levels of certain variables. Since nonparametric techniques are statistically more conservative than parametric techniques (e.g., a Spearman rank difference vs. Pearson bivariate correlation coefficient), fewer statistically significant findings were reported, even using the .10 alpha level, than are likely to actually be the case.

- Project directors and some other respondents were logical sources of data on project operations, activities and impacts, yet potentially had self-serving interests.

  To some extent there were potential biases in the mail survey responses of project directors. Recognizing this, the study design utilized a variety of data sources to extend and verify the project director responses. However, a fairly high consensus of findings across respondents (including classroom teachers, staff of potentially conflicting community agencies, etc.), which also was independently confirmed by program observations and narrative reports filed by DA's field team members, implies that this potential bias was checked.

- Being able to measure if project impacts could be attributed to the presence of the federal award rather than to other factors was difficult.

  This was because many of the projects had been operating prior to July 1976 when federal monies were awarded. In addition, all had several sources of funds other than federal monies. Because of both of these situations, it was difficult to attribute project impacts directly to the implementation of the federal award. Survey question content and response formats attempted to assess activities, operations and impacts both before and after July 1976, looking for a change that paralleled the onset of the federal award. In addition, data collection specifically was geared to contact schools and respondents affiliated with the federal program per se. However, being able to detect the very presence of federal monies and their utilization was difficult.

- Certain types of data were found to be incomplete and/or unreliable.

  This primarily was true of cost and expenditure information. Thus, one of the study questions dealing with relationships between (a) dollar costs and (b) project types, processes and impacts could not be investigated within the present study. Similarly, information supplied by project directors as to the number of participants and some types of events was questionable and reduced the scope of analyses which were planned.

- Certain definitions of terms were vague and project operations were highly diverse.

  The study design operated in an atmosphere of unstandardized definitions, lack of project reporting procedures, and wide diversity in project operations. Thus, it was difficult to accurately measure certain issues, apply particular sampling criteria or make certain between-project comparisons. Since it appeared inappropriate to apply rigid evaluative criteria at this time, the current status of federally funded projects was more extensively reported through using a wide range of process and impact measures.

Finally, generalizing from these results, the reader also needs to keep in mind the following facts. This study is not one of community education per se, but of federally funded projects, a two-year old effort. Thus, the results should not be generalized to: (a) non-federally funded projects, or (b) even the federally funded projects which only began operations in FY 77, since both types of projects were not included in this study.

Moreover, these projects are not a cross-section or a representative sample of all projects which applied for federal funding. In the first year of federal funding, 14% of projects applying were funded (93 of 660) and in the second year 19.5% (92 of 475 applications). The present study focused on the projects which were funded in both years, an even smaller percentage. Therefore, the reader is cautioned against generalizing the reported levels of impacts in the studied projects, since the study did not gather comparative data from projects which: (1) applied and were not funded, (2) reapplied and were not refunded, or (3) operated projects without federal funding.

From another perspective, the project staff in this study seem to have had an unusually high degree of interest in the quality of their operations and an especially high degree of commitment to the project. This may be a function of the relative newness of the federal funding initiative, or the nature of the community education movement across the country. There is no way of knowing the extent to which other community education project staffs also possess this level of commitment.

In summary, then, the projects which were studied are in some ways atypical of other projects, and that should be recognized when generalizing from these findings.

B. Evaluation Considerations for the Future

A great deal of experience with conducting evaluations of community education projects was gained during the present study. Its emphases, methodology and findings, therefore, should be of use in conducting studies in the future. In a number of ways it can be used as the springboard for other evaluation studies. Suggestions for potential studies are outlined here and basically fall into two categories: topic content and methodology. These two categories are not mutually exclusive since certain topics require specialized methodology.

1. Content Issues

Future studies should build on the present national-level findings, examining them for patterns of data and issues which are important to the field. Such issues include:

- the patterns of interaction between related agencies and community education projects;
- the differential objectives of project directors and how these affect the levels of impacts made in the community;
- indepth assessments of what topics were presented in consultations, technical assistance and workshops at SEA and IHE levels, and their differential effects;
- the extent of relationships between project costs and operations/activities/impacts at both the school and the local project level;
- the costs of implementing a community education project at the district level;
- ongoing operations and funding sources of projects whose funding has terminated;
- the role of citizen involvement and advisory councils; and
- project management and informations systems.

2. Methodology Issues

Alternative study designs should be considered to determine whether formative or summative evaluations are most useful. If the latter, it should be determined which designs provide statistical precision for: (a) making comparisons between types of projects, (b) determining if the impacts found can be attributed to the federal award, and (c) establishing the relative importance of various factors in affecting the level of impacts.

To begin with, the present study can act as a baseline in two ways. Findings from another study could compare their findings with the present one (assuming common data elements and study questions) to see if similar results appeared, thus strengthening the overall conclusion that the projects were effective. Or, the projects included in the present study (or a subset, such as LEA's only) can be longitudinally "tracked" to measure trends in project impacts over the passage of time, effects of shifts in level of funding or community needs, etc.

Any future study, longitudinal or cross-sectional, would benefit from having a baseline of data from similar projects measured at the same points in time to determine if the funded projects achieved significantly higher levels of impact than did another set of comparable projects. In fact a number of target populations of projects are potential candidates for future studies. These studies might be either small-scale research, delving into a specified area or focus on an applied field setting evaluation. Some of the relevant target populations which could be selected for evaluation purposes include the following:

- refunded projects;
- projects funded in single years and not refunded the next year;
- funded projects compared to:(a) projects which have applied and not been funded in a particular year, and/or (b) projects which offer community education programs and are not operating under federal funding;
- projects which have been recipients of technical assistance from federal grantees (compared to those which have not received that assistance); and
- projects which have particular characteristics (serve certain groups of participants, have program objectives, have exemplary features, etc.) compared to projects which focus on other topics.

The projects also could be funded yet differ in certain known characteristics whose effect can be studied in the design (such as extent of funding) or controlled for (such as prior experience in community education operations). Other designs might study matched pairs of similar schools within a grantee operation to determine differential impacts. Some careful considerations need to be given to the type of design which is both feasible and meets the evaluation goals sought by the future study. Rather than conducting a cross-sectional and retrospective study, collecting data, for at least two distinct points in time (coupled with the earlier-mentioned comparison group baselines), would provide more control over contextual and other factors which might affect the conclusions drawn from the study. Thus, data gathered at the beginning and end of the school year (or, start and end of funding) might more accurately detect trends in impact, the funded projects acting as their own controls since the initial data collection period would serve as a baseline.

Case studies of community operations from projects selected as representative of particular approaches, funding categories, etc., may also provide insights into how community education projects operate at the local level, and how the programs are implemented and affect the community. Such studies also could embrace interagency linkages and other factors which affect community project operations. In other words, future studies could focus on more than a solely "classic experimental" evaluation design; formative evaluations and indepth studies also could help the field in understanding "what works" and what features might be transportable to another community setting.

Finally, the choice of respondents and data collection approaches are important ones in community education evaluation studies. The extent of self-serving interests in respondents closely affiliated with the program needs to be dealt with; statistical adjustments in collected data are not enough. Therefore, it appears that additional thought needs to be given to designing valid and feasible measures of operations, activities and especially impacts. Survey interview responses need to be validated as much as possible by independent sources, such as school-usage records which are specifically generated for community education projects, not for school facilities per se. Indirect measures (sometimes termed "unobtrusive" measures) need to be considered for the same reasons, to yield indicators which are not overly influenced by respondent roles in the community education process. However, it is recognized that such measures are not always available, may be difficult to devise so that they are valid and not misleading, and may also represent one aspect of a study question. Nevertheless, they offer one alternative to solely using interview responses.

In conclusion, it appears that there is a need for conducting additional, more indepth evaluations and investigations into the operations, activities and effectiveness of community education projects. The comments made here represent some of the directions in which these studies may lead.

PART III

TECHNICAL APPENDICES

- List of Major and Related Study Questions addressed by the Community Education Program Evaluation.
- Summary Tables of Major Analytical Results.
- Data Collection Instruments.

LIST OF MAJOR AND RELATED STUDY QUESTIONS ADDRESSED BY THE COMMUNITY EDUCATION PROGRAM EVALUATION

RESEARCH QUESTIONS AND RELATED STUDY QUESTIONS ADDRESSED BY THE COMMUNITY EDUCATION PROGRAM EVALUATION.

RESEARCH QUESTION #1

How Might Community Education Projects Be Typologized?

Related Study Questions:	Study Variables:	Data Source/Instrument
Context: Antecedent 1. What was the extent of community education in the grantee service area at the time of the federal grant? a. Was there a formally designated community education program operated by the grantee? b. What was the extent of major community education program processes/activity?	• Existence of formally designated program goals, staff & budget • Community education course offerings • Grantee/school - other agency cooperation • Building use for community education prior to July 1, 1976	• Project Proposals • LEA Project Director • IHE/SEA Project Director • Building Principal • IHE/SEA Project Director • SEA/LEA Related Agency
Context: Environment 2. What are the salient demographic and organizational characteristics of the grantee service area?	• No. schools • No. school districts • No. students • Urbanization • Geographic area served	• Project Proposals • LEA Project Director • Building Principal • IHE/SEA Project Director • IHE/SEA Associates
Inputs: Federal 3. What were the federal funds policies and support relevant to project operations?	• Amount of federal funds awarded • Ratio of federal/nonfederal funds expended • Perceived amount and utility of assistance from US/OCE	• Project Grant Documents • Federal Register and Policy Guidelines • LEA Project Director • IHE/SEA Project Director

Research Question #1
How Might Community Education Projects Be Typologized? - page two

Related Study Questions:	Study Variables:	Data Source/Instrument
Inputs: Local Grant Proposal 4. What was the grant development process and what were the proposed goals and objectives?	• Proposed goal emphasis • Individuals/groups involved in developing proposal and extent of involvement • Existence of prior needs assessment • Impact of not receiving federal amount requested	• Project Proposals • LEA Project Director • School Superintendent/School Board Member • Building Principal • IHE/SEA Project Director • SEA/LEA Related Agency
Inputs: Grantee 5. What were the grantee provided resources and policies relevant to project operations?	• Whether grantee provided cash support • Existence of policy level endorsement of community education • Existence of written operational plans and regulations	• LEA Project Director • IHE/SEA Project Director • School Superintendent/School Board Member • SEA/LEA Related Agency
Inputs: Other Sources 6. What resources relevant to project operations were provided by (a) Community Education Program grantees; (b) non-funded organizations?	• Type of source • Types, of resources: - Cash - Training/Technical Assistance - Facilities - Personnel - Degree of support/endorsement of project	• Project Proposals • LEA Project Director • School Superintendent/School Board Member • SEA/LEA Related Agency • IHE/SEA Project Director • IHE/SEA Associates

Research Question #1
How Might Community Education Projects Be Typologized? - page three

Related Study Questions:	Study Variables:	Data Source/Instrument
Process: Project Operations		
7. Does the location of the project within the grantee's formal organizational structure affect project implementation?	• Whether project is part of larger community education program • Location in grantee organization	• LEA Project Director • IHE/SEA Project Director
8. What are the backgrounds, size and major responsibilities of project staff/volunteers and what facilities are available?	• Number of staff/volunteers • Training in community education • Time with/devoted to project and grantee • Major responsibilities • Facilities	• LEA Project Director • LEA Building Coordinator • IHE/SEA Project Director • IHE/SEA Associates
9. Who was involved in selected stages of program implementation and what do they consider to have been the major project objectives?	• Extent of involvement by: - Advisory Boards/Councils - Grantee Officials - Related Agencies - Clients • Involvement in: - Needs Assessment - Resource Assessment - Program Development - Service delivery • Perceived major project objectives	• LEA Project Director • Superintendent/School Board Member • LEA Building Coordinator • LEA Client • SEA/LEA Related Agency • IHE/SEA Project Director • IHE/SEA Associates • IHE/SEA Clients

Research Question #1
How Might Community Education Projects Be Typologized? - page four

Related Study Questions:	Study Variables:	Data Source/Instrument
Activities: Educational		
10. What are the number and type of educational activities provided as a result of the project?	• Number of Academic classes (credit) • Number of enrichment classes (non-credit) • Number of conferences • Number of training sessions/ workshops • Number of persons receiving individualized training/ technical assistance	• LEA Project Director • LEA Building Coordinator • IHE/SEA Project Director
Activities: Community Development		
11. What are the number and type of community development activities provided as a result of the project?	• Number of recreation/social/ cultural programs in project facilities • Number of direct health and social services programs in project facilities • Number of inter/intra agency committees or task forces served • Number of other groups/ organizations receiving assistance • Existence and characteristics of Advisory Council • Background and role of Council chairperson • Role and Organization of Council	• LEA Project Director • LEA Building Coordinator • LEA Client • SEA/LEA Related Agency • IHE/SEA Project Director • IHE/SEA Associates

RESEARCH QUESTION #2

What Types and Levels of Impacts are Associated with the Various Types of Community Education Projects?

Related Study Questions:	Study Variables:	Data Source/Instrument
Impacts: Educational System A. Local Education Agency 1. What changes in school district policies and decision-making processes have occurred as a result of the project?	● Extent of citizen involvement in school decision-making ● Type of school-agency cooperation ● Presence of formal school-agency cooperation agreements ● Extent of school-agency resource sharing (funds, facilities, personnel) ● Expected future financial support for community education by the school district ● Availability of school facilities for community use ● Client perceived changes in school system ● School Board policies	● LEA Project Director ● School Superintendent/School Board Member ● LEA Building Coordinator ● LEA Building Principal ● LEA Client ● SEA/LEA Related Agency
2. What have been the changes in the types of activities and persons served by the school district as a result of the project?	● Range of activities offered ● Range of persons served (special needs groups, age, SES) ● % of increase of persons served ● % of population served ● Number of hours school facilities are available for community use ● Client perception of improved services	● LEA Project Director ● LEA Building Coordinator ● Building Principal ● LEA Client

Research Question #2
What Types and Levels of Impacts are Associated with the Various Types of Community Education Projects? - page two

Related Study Questions:	Study Variables:	Data Source/Instrument
3. What have been the impacts of the project on the K-12 program of the school district?	• Material resources • Enrichment opportunities • Community involvement in schools • Student's attitudes about schools • Daily attendance • Dropout rate • Attitude and involvement of teachers and administrators toward community • Awareness and involvement in community education program • Assistance provided K-12 teachers by community education staff • Attitude of teachers and administrators toward community education	• LEA Project Director • School Superintendent/School Board Member • LEA Building Coordinator • Building Principal • LEA Client • SEA/LEA Related Agency
4. Is there evidence of increased community support for the school district(s) as a result of the project? a. Did LEA's fulfill or comply with the federal minimum elements of program characteristics? b. What were the project's impacts as reported by project directors?	• Perceived community support for schools • School vandalism • Community agency awareness of and support for community education • Improved school-community communication	• LEA Project Director • School Superintendent/School Board Member • LEA Building Coordinator • Building Principal • LEA Client • SEA/LEA Related Agency • IHE/SEA Project Director • LEA Project Director (added to forms from document reviews)

Research Question #2
What Types and Levels of Impacts are Associated with the Various Types of Community Education Projects? - page three

Related Study Questions:	Study Variables:	Data Source/Instrument
B. State Education Agencies/ Institutions of Higher Education		
5. What changes in grantee policies have occurred as a result of the project?	• Community education legislation • Community education state plan • Inter/intra agency cooperation • Other policy changes • Expected future financial support for community education	• IHE/SEA Project Director • IHE/SEA Associates • IHE/SEA Client • SEA/LEA Related Agency
6. What have been the changes in the types of activities and persons served by the grantee as a result of the project?	• Type of training/assistance offered • Number and type of persons and agencies receiving training/assistance • Geographic areas served • Percent of LEA's receiving training/assistance • Community education materials developed	• IHE/SEA Project Director • IHE/SEA Associates • IHE/SEA Client • SEA/LEA Related Agency
7. Is there evidence of increased support for community education at the state and local levels as a result of the project?	• Number of community education projects • Perceived awareness and support for community education	• IHE/SEA Project Director • IHE/SEA Associates • SEA/LEA Related Agency

Research Question #2

What Types and Levels of Impacts are Associated with the Various Types of Community Education Projects? - page four

Related Study Questions:	Study Variables:	Data Source/Instrument
Impacts: Community A. LEA 8. What changes in community (non-educational) policies and decision-making practices have resulted from the project?	• Citizen participation in non-school community decision-making • Methods of interagency coordination among selected agencies • Extent of change in decision-making process within selected agencies	• LEA Project Director • School Superintendent/School Board Member • LEA Building Coordinator • Building Principal • LEA Client • SEA/LEA Related Agency
9. What non-school system changes in the community have resulted from the project?	• Perceived change in: - Community - Self-help activities - Services to the elderly - Drug abuse - Improved operations of selected agencies (type and extent of change) - Service delivery	• LEA Project Director • School Superintendent/School Board Member • LEA Building Coordinator • Building Principal • LEA Client • SEA/LEA Related Agency
B. SEA/IHE 10. In what ways are state agencies and colleges/universities operating differently as a result of the project?	• Type and extent of inter/intra-agency cooperation • Improved operation of selected state agencies	• IHE/SEA Project Director • IHE/SEA Associates • SEA/LEA Related Agency

Research Question #2
What types and Levels of Impacts are Associated with the Various Types of Community Education Projects? - page five

Related Study Questions:	Study Variables:	Data Source/Instrument
Impacts: Individuals A. LEA Clients 11. What have been the impacts of the project on individual clients?	• Type of participation • Extent of participation • Satisfaction with project activities • Relationship to school • Perceived influence regarding programs offered the community • Overall assessment of impact • Perceived impact upon client	• LEA Project Director • LEA Client • SEA/LEA Related Agency
B. SEA/IHE Clients 12. What have been the impacts of the project on individual clients?	• Type of training/assistance received • Extent of training received • Assessed value to participant • Behavior change	• LEA Project Director • School Superintendent/School Board Member • LEA Building Coordinator • SEA/LEA Related Agency • IHE/SEA Project Director • IHE/SEA Associates • IHE/SEA Client
13. What have been the impacts of training by Texas A&M University on SEA personnel?	• Number of days received • Focus of training • Assessed value to participant • Behavior change	• IHE/SEA Project Director • IHE/SEA Associates • IHE/SEA Client

Note: Responses to each of the descriptive impact questions will include an assessment of the relationship of impacts to antecedent or environmental conditions and to certain project operational procedures or project activities.

RESEARCH QUESTION #3

What was the Impact of Federal Funding on Non-Refunded Projects?

Related Study Questions:	Study Variables:	Data Source/Instruments
1. Why was the grantee not refunded?	• Did grantee seek federal funds for 1977-78 • CEP provided technical information or assistance	• Non-refunded Projects
2. Is a community education project still operating?	• Prior existence of community education program • Extent of continued activities/ services • Source of and amount of financial support for continuation • Most positive result of discontinued funding • Overall assessment of results from discontinued funding	• Non-refunded Projects
3. What were the major achievements of the project during its funding year?	• Attitudes toward community education • Support for schools • Interagency cooperation • No. trained personnel • No. LEA's with community education programs • Extended use of school facilities • Changes in K-12 classroom program • Additional programs for out of school youths and adults • Citizen participation in school decision-making • Citizen participation in non-school decision-making • Changes in grantee policies toward community education	• CEP Grant Documents • Non-refunded Projects

RESEARCH QUESTION # 4

What Has Been the Impact of Federal Policies and Procedures and How Might They Be Modified To Enhance the Effectiveness of Community Education Projects?

Related Study Questions:	Study Variables:	Data Source/Instrument
1. What are federal policies and procedures regarding community education projects?	• Federal policies and procedures	• Federal Register, Legislation, Policies
2. What do project staff and associates consider to be the impact of federal policies and procedures and what recommendations do they have?	• Extent of interaction with USCEP • Assessment of impact on the project of interaction with USCEP • Recommendations regarding federal policies and procedures	• LEA Project Director • School Superintendent/School Board Member • LEA Building Coordinator • IHE/SEA Project Director • IHE/SEA Associates • Non-refunded projects

SUMMARY TABLES OF MAJOR ANALYTICAL RESULTS

EXHIBIT A-1

LEA PROJECT DIRECTOR QUESTIONNAIRES STAGEWISE CLUSTER VARIABLES*

Types of Variables	Median	Minimum Value	Maximum Value
Context Variables			
No. of Schools in District	18.50	2	811
No. of Facilities Used Before 1976	1.50	0	15
No. of Students in District	10,120	1,600	59,000
Length of Time Project in Operation in Years	3.5	0	25
Coordination Between Relevance Groups and Agencies	8.50	7	14
Process Variables			
Directors Time in Months Working for Grantee	32.50	5	91
Directors Time in Months as Project Director	17.64	5	32
No. of Part-time Staff in Second Year	1.17	0	27
Degree of Involvement of Other People	27.00	18	32
No. of Major Objectives Stated	4.71	2	5
Was an Area Resource Assessment Done After July 1976 (Y/N)	1.94	1	2
Activity Variables			
Relative Increase in Services Offered Because of Program	21.50	7	29
Services Offered to the Handicapped Because of the Program (Y/N)	1.59	1	2
No. of Interagency Committees Assisted	2.40	0	35
No. of Interagency Committees Established	1.92	0	12

Activity Variables	Median	Minimum Value	Maximum Value
No. of Organizations Assisted	6.25	0	23
No. of Organizations Established	3.50	0	22
No. of Classes Offered	77.00	8	415
Impact Variables			
Positive or Negative Changes as a Result of Community Education Project (1 - Most Negative to 4 - Most Positive)			
Community Support for Schools	3.19	2	4
Teachers and Administrative Staff Attitude Towards Community	3.09	3	4
Self-help Activities Undertaken by Community	3.14	2	4
Cooperation Between Schools and Non-Schools Governmental Agencies	3.71	2	4
Cooperation Between Schools and Private Agencies/Associations	3.59	2	4
Services to the Elderly Generally Available in the Community	3.20	2	4
School Vandalism	3.05	2	4
Participation of Citizens in School Decision-Making	3.21	2	4
Participation of Citizens in Non-school Decision-Making	3.10	2	4
Drug Abuse by Students and Youths	2.05	1	3

EXHIBIT A-2

SUMMARY OF LEA STEPWISE DISCRIMINANT FUNCTION RESULTS

Step Number	Variable Which Entered Equation	F-Ratio to Enter
1	L1	52.69
2	L3	40.54
3	L5	4.68
4	L4	2.41
5	L2	7.36
6	L9	1.56
7	L8	1.82
8	L6	3.43
9	L11	1.08

SUMMARY OF SEA STEPWISE DISCRIMINANT FUNCTION RESULTS

Step Number	Variable Which Entered Equation	F-Ratio to Enter
1	S10	9.76
2	S13	8.62
3	S2	5.68
4	S11	8.17
5	S8	4.37
6	S4	1.12
7	S1	2.81
8	S3	2.29
9	S6	1.25
10	S5	2.28
11	S9	1.40
12	S7	1.45

NOTE: LEA variables L7 and L10, and SEA variable S12 did not enter their respective discriminant function equations.

EXHIBIT A-3

SEA PROJECT DIRECTOR QUESTIONNAIRE
STAGEWISE CLUSTER VARIABLES*

Types of Variables Process Variables	Median	Minimum Value	Maximum Value
Director's time in months working for grantee	18.50	1	98
Director's time in months as project director	16.90	1	20
Percent of project director's time devoted to consultations	37.50	10	90
Percent of project director's time devoted to conferences and workshops	39.83	5	75
Extent of involvement of non-staff in initial needs assessment	13.00	7	16
Activity Variables			
No. of projects receiving T/TA	34.50	6	500
No. of people attending conferences since July 1976	397.00	45	2,000
No. of institutions receiving consultation	33.50	6	211
No. of conferences offered	5.50	1	74
No. of workshops offered	7.00	1	58
No. of people attending workshops	181.50	17	998
No. of people receiving consultative assistance	118.00	3	825
Have new materials been developed because of community education grant (Y/N)	1.82	1	2
Impact Variables			
Positive or negative changes as a result of community education project (1=most negative to 4=most positive)			
Attitudes of SEA staff towards community education	3.67	2	4
Attitudes of university/college faculty and staff towards community education	2.96	2	4

Activity Variables	Median	Minimum Value	Maximum Value
Attitudes of local schools' staff and community leaders towards community education	3.46	2	4
Cooperation between SEA and Agency on Aging	3.22	2	4
Cooperation between SEA and other state agencies concerning community education	3.11	2	4
Cooperation between SEA and non-governmental agencies concerning community education	3.00	2	4
Cooperation between colleges/universities and SEA concerning community education	3.13	2	4
Cooperation between colleges/universities and local school districts concerning community education	3.03	2	4
Was there an increase in the number of local school districts with community education programs (Y/N)	1.67	1	2
Were these policy changes relevant to and supportive of community education programs (Y/N)	1.46	1	2
New or increased funding for community education other than federal money (Y/N)	1.18	1	2

EXHIBIT A-4

UNIVARIATE F-RATIOS AND MULTIVARIATE CRITERION FOR SEA PROJECT CLUSTERING VARIABLES

Variable Number	*F* (6,18 df)
S1	1.17
S2	6.97*
S3	2.87*
S4	0.18
S5	2.87*
S6	1.07
S7	5.35*
S8	5.31*
S9	6.75*
S10	9.76*
S11	5.36*
S12***	8.58*
S13	6.43*
Multivariate Criterion (Rao's V generalized distance measure)-6df	998.70**

UNIVARIATE F-RATIOS AND MULTIVARIATE CRITERION FOR LEA PROJECT CLUSTERING VARIABLES

Variable Number	*F* (6, 12 df)
L1	52.69
L2	20.71
L3	43.77
L4	2.05*
L5	2.91
L6	9.67
L7 ***	1.49*
L8	3.42
L9	1.79
L10 ***	1.68*
L11	4.66

Multivariate Criterion (Rao's V)-6df 2752.01**

---

*$p < .10$

**$p < .001$

***Did not enter the stepwise discriminant function equation.

EXHIBIT A-5

MULTIVARIATE F-RATIOS COMPUTED FROM DATA FOR PAIRS OF PROJECT CLUSTERS

SEA VARIABLES

	SPC 1	SPC 2	SPC 3	SPC 4	SPC 5	SPC 6
SPC 2	9.00	--	--	--	--	--
SPC 3	4.48	7.31	--	--	--	--
SPC 4	8.99	1.75*	6.34	--	--	--
SPC 5	4.77	5.63	5.68	4.45	--	--
SPC 6	5.14	6.80	1.61*	4.20	4.39	--
SPC 7	7.49	8.51	3.71	6.09	3.22	3.95

LEA VARIABLES

	LPC 1	LPC 2	LPC 3	LPC 4	LPC 6	LPC 7
LPC 2	33.13	--	--	--	--	--
LPC 3	2.78	26.60	--	--	--	--
LPC 4	4.14	26.45	2.25	--	--	--
LPC 5	2.56	44.75	2.90	4.69	--	--
LPC 6	11.05	10.71	5.84	7.27	14.34	--
LPC 7	38.59	19.93	29.78	27.14	43.09	12.16

---

*$p > .10$

NOTE: SEA F-ratios are based on 12 and 7 df; LEA-F rations are based on 9 and 4 df.

DATA COLLECTION INSTRUMENTS

OMB Approval No.: 51S77040

Expires: July 1978

IHE/SEA PROJECT DIRECTOR QUESTIONNAIRE

BACKGROUND/PURPOSE

This questionnaire is part of a study of programs funded by the U.S. Office of Community Education. The information you provide will help the U.S. Office of Education plan for Community Education needs, will be used to prepare recommendations for Congress, and should be of benefit to project directors and other practitioners. Copies of the report will be available when it is completed.

In preparing the questionnaire, we have attempted to phrase items which will apply across all projects, and we know that some of the questions do not reflect your primary goals or activities. Our asking the question does not imply that we or the U.S. Office of Education believes you should have been working in these areas or toward these ends; we simply are asking some questions of everyone in order to document the range of different activities.

This study is authorized by Law (20 U.S.C.: 1226), and although you are not required to respond, your cooperation is needed to make the results of this survey comprehensive, accurate, and timely. When published, the report will not identify you or any other individual.

INSTRUCTIONS

The questionnaire has been designed for directors of projects administered by state departments of education (SEA's) and institutions of higher education (IHE's). Most questions apply to both types of projects, but some are applicable to only SEA's; these special questions are set off in blocks and so labeled.

The first major section of the questionnaire (Part A), seeks descriptive information about the project and an assessment of project impacts. The second major section (Part B), seeks information about project resources and project costs. It may be appropriate for someone from your accounting office to answer some of these questions. These sections are color coded.

Please read the individual instructions and answer each question as best you can. Also, write any comments which will help us understand your particular situation. We estimate that the questionnaire will require 1 to 2 hours to complete. Data processing numbers at the far right of each page should be ignored. Please enter the following information:

Name of Grantee: ____________________

Type of Grantee: ☐ Institution of Higher Education (IHE)

☐ State Education Agency (SEA)

Address: ____________________

Title of Project Director: ____________________

Telephone No.: ____________________

Date Form Completed: ____________________

ADP Only	
Code	C/Col.
	1-2
1	
2	3
	01 4-5
	6-7
	8-9
	001 10-12
	13-16

We have tried to keep the questionnaire as brief and easy to complete as possible. However, should you have any questions, please call the following number collect and ask for the Field Data Collection Coordinator for the Community Education Study: (703) 979-0100.

Completed forms should be returned within two weeks in the enclosed postage-paid envelope to:

Community Education Study
Development Associates, Inc.
2924 Columbia Pike
Arlington, Virginia 22204

PART A: Project Description and Assessment

BACKGROUND

		ADP Only	
		Code	C/Col.
1. How long have you been employed by the project's sponsoring institution (i. e., college/university or state education agency)?	____________ months		17-18
2. How long have you been the director of the federally-supported Community Education Project?	____________ months		19-20
3. Administratively, where is the project located within your institution/agency? More specifically:			
a. Is the project part of a larger Community Education Program/division?	☐ No ☐ Yes	1=No 2=Yes	21
b. What is the name of the division/school/department in which the project is located? ________________________________			
Please provide organization chart(s), if available, indicating location of the Federal Community Education Project within your institution.			
4. a. How many school districts in your state or region/service area had a Community Education Program prior to July 1, 1976?	____________	999=NA	22-24
b. How many new programs have been started, at least partially, because of the federally supported Community Education Project?	____________		25-27
c. How many of the older programs have expanded, at least partially, because of the federally supported Community Education Project?	____________		28-30
d. If an IHE, how many school districts are in your region/service area?	____________	999=NA	31-33

5. Did your institution operate a Community Education Program (e.g., office or center) before you received the initial federal project grant?

a. ☐ No ☐ Yes

b. If yes,

When did it begin? _______19_____.

c. Please check (/) how it differed from the current program in terms of:

Program Components	Less now (1)	Same now as before (2)	More now (3)
Number of faculty/staff			
Number of persons served			
Geographic area covered			
Services offered			
Interagency/Departmental coordination			

d. If any of the changes you checked above can be attributed to the federal grant, circle the check mark and briefly describe the changes below:

- Staff: ______________________________
- Persons served: ______________________________
- Geographic area: ______________________________
- Services offered: ______________________________
- Interagency/departmental coordination: ______________________________

ADP Only	
Code	C/Col.
1 = No 2 = Yes	34
9999=NA	35-38
9 = NA	
	39
	40
	41
	42
	43
	44-46
	47-49
	50
	51
	52
	53
	54

6. Does the federal project receive advice/guidance from an advisory council?

a. ☐ No ☐ Yes

If yes,

b. Is the council specifically for the federal project, or for other programs/activities as well?

☐ Project specific ☐ Project inclusive

c. How many members are on the council? ____________

d. Does it include representatives of the following:

	No (1)	Yes (2)
• Community Education Project staff	☐	☐
• Other staff from your institution	☐	☐
• State legislators	☐	☐
• Local school district personnel	☐	☐
• Other(s) (specify): 1) ______________________	☐	☐
2) ______________________	☐	☐

e. When was the council formed? __________ - __________
(month) (year)

f. Can you think of any significant contributions they have made which have affected the direction or operation of the project in the past 12 months?

☐ No ☐ Yes

If yes, please give examples:

____

____

____

____

____

____

g. In the past year, has the project provided training to the council?

☐ No ☐ Yes

ADP Only	
Code	C/Col.
1=No 2=Yes	55
1=PS 2=PI 9=NA	56
99=NA	57-58
9=NA	
	59
	60
	61
	62
	63
	64
9999=NA	65-68
1=No 2=Yes 9=NA	69
9=NA	70
1=No 2=Yes 9=NA	71
Col. 11-12="02"	

7. What are the major objectives of your Community Education Project? (Check all that apply and place a "1" beside the most important objective.)

	ADP Only	
	Code	C/Col
	1-NR 2-R	
☐ Increasing the awareness of Community Education among people in LEA's		13
☐ Increasing the Community Education related skills of people in LEA's		14
☐ Increasing the awareness of Community Education among people in state agencies		15
☐ Increasing the Community Education related skills of people in state agencies		16
☐ Increasing the number of local Community Education Projects in the state/region		17
☐ Securing favorable state legislation		18
☐ Improving state planning regarding Community Education		19
☐ Increasing interagency coordination relevant to Community Education		20
☐ Developing curriculum/material		21
☐ Other ______________________		22
______________________		
______________________		23
______________________		24-25

PLEASE TURN PAGE FOR QUESTION # 8

Iowa SEA

8.

The primary objectives of your project for last year (1976-77) as set forth in your original grant proposal are presented below. Frequently, it is necessary to add, eliminate, or modify objectives during the course of a project year for a variety of quite legitimate reasons. Also, it is frequently not possible to fully achieve all of a project's objectives for equally legitimate reasons. Please indicate on the table below the extent to which each goal/objective was achieved and provide a brief explanation for your ratings where little or no progress has been made.

a. GOALS/OBJECTIVES	b. Extent to which each goal/objective was achieved Not Addressed	A Little Progress	Some Progress	Almost Accomplished	Accomplished	c. EXPLANATION OF RATING **Where little or no progress has been made.**
(1) Further develop the present awareness and understanding of community education among personnel at the merged area schools. (July-August--2 months)						
Objectives:						
• Provide in-service education to merged area school personnel on the facilitative role they can play in identifying one LEA or consortium of LEAs to assist in developing community education.						
• Provide in-service education to LEAs in the facilitative role they can provide in developing community education.						
(2) Via the merged area school, assist in developing an awareness and understanding of the community education concept by one LEA or consortium if not more than five LEAs in each merged area school district. (September through December--four months.)						
Objectives:						
• Each of the 15 merged area schools will select one LEA or consortium of LEAs based on the commitment demonstrated by the LEA.						
• Each LEA or consortium of LEAs selected will be one that does not currently have a community education program.						
• The 15 LEAs or consortium of LEAs selected will be introduced to community education.						
• Each LEA or consortium of LEAs will be provided assistance in further developing the awareness of community education at the local level by the SEA director.						
(3) The community in each of the 15 LEAs or consortium of LEAs will be mobilized through task forces to assess their needs. (January-April--four months.)						

Iowa SEA

8\.

The primary objectives of your project for last year (1976-77) as set forth in your original grant proposal are presented below. Frequently, it is necessary to add, eliminate, or modify objectives during the course of a project year for a variety of quite legitimate reasons. Also, it is frequently not possible to fully achieve all of a project's objectives for equally legitimate reasons. Please indicate on the table below the extent to which each goal/objective was achieved and provide a brief explanation for your ratings where little or no progress has been made.

a. GOALS/OBJECTIVES	b. Extent to which each goal/objective was achieved Not Addressed	A Little Progress	Some Progress	Almost Accomplished	Accomplished	c. EXPLANATION OF RATING Where little or no progress has been made.
(3) cont.						
Objectives:						
• Each LEA or consortium of LEAs will be provided assistance in how to establish a task force to assess needs.						
• Each LEA or consortium of LEAs will designate a person to act as a contact person to work with the local task force. The person selected will be provided short-term in-service training on community education.						
• A needs assessment shall be conducted in the community.						
(4) Develop and implement channels state-wide and locally to identify the results of the needs assessment. (May-June--two months.)						
Objectives						
• The community of each of the 15 LEAS or consortium of LEAs will be provided the results of the needs assessment.						
• The board of education in each LEA or consortium of LEAs will be provided the results of the work of the task force.						
• Procedures to make community education become operational will be pursued.						
Training						
It is projected that various personnel at the SEA, merged area school and LEA will be provided intensive in-service training from two to six weeks in duration. Consideration will be given to providing SEA personnel training through grants provided to institutions of higher education by the Community Schools Act.						
Advisory Council						
A state advisory council will be utilized to assist the state director in the carrying out of the project. This council will have representation to reflect geographic areas as well as to represent						

Iowa LEA

8.

The primary objectives of your project for last year (1976-77) as set forth in your original grant proposal are presented below. Frequently, it is necessary to add, eliminate, or modify objectives during the course of a project year for a variety of quite legitimate reasons. Also, it is frequently not possible to fully achieve all of a project's objectives for equally legitimate reasons. Please indicate on the table below the extent to which each goal/objective was achieved and provide a brief explanation for your ratings where little or no progress has been made.

a. GOALS/OBJECTIVES	b. Extent to which each goal/objective was achieved					c. EXPLANATION OF RATING Where little or no progress has been made.
	Not Addressed	Not Progress	A Little Progress	Some Accomplished	Almost Accomplished	Accomplished	
(4) cont. interest groups involved in but not limited to recreation, service organizations, churches, local governments, health service organizations, etc. The purpose of the council will be to provide advice to the state educational agency in carrying out the goals and objectives of this project. Dissemination The results of the outcomes of the various stages of the plan will be disseminated locally as reflected in the goals and the objectives. In addition, the overall results of the project will be utilized by the state education agency to determine direction and quality of Iowa's community education movement for future years. The results accomplished in the 15 LEAs will be shared with other interested groups.							

ADP Only: 26-27 ______ 28-39 40-47 ____ ____ ____ ____

ADP Only Code	ADP Only C/Col.
1.No 2.Yes	48
1.No 2.Yes 9.NA	49

9. Were people other than the staff of your institution involved in:

a. Preparing the federal project proposal?

☐ No ☐ Yes

b. Implementing an initial needs assessment specifically for the Community Education project?

☐ No ☐ Yes ☐ Not applicable (needs assessment was not done)

If Yes, to either a or b, please rate the extent of the involvement of each of the following:

CATEGORY OF POTENTIAL PARTICIPANT(s)	Extent of Involvement: Initial Proposal Development: Not Involved (1)	Slightly Involved (2)	Moderately Involved (3)	Very Involved (4)	Initial Needs Assessment: Not Involved (1)	Slightly Involved (2)	Moderately Involved (3)	Very Involved (4)	ADP Only Code	ADP Only C/Col.
									9.NA	
State Education Agency Staff										50-51
Other State Agencies										52-53
State Community Education Association(s)										54-55
School District Community Education Coordinators										56-57
Other(s): Who? 1)										58-59
										60-61
2)										62-63

10. With regard to matching Community Education related needs and resources in your service area, were needs and available resources assessed before/after July 1976?

	(1) Before July 1976: No (1)	Yes (2)	Don't Know (3)	(2) After July 1976: No (1)	Yes (2)	Don't Know (3)	ADP Only Code	ADP Only C/Col.
							1.No 2.Yes 3.DK	
a. Needs Assessment								64-65
b. Resource Assessment								66-67

ADP Only	
Code	C/Col

SEA RESPONDENTS ONLY
(Questions 11-12)

11. a. What kinds of cooperation/coordination/communication between state and private institutions and the SEA have existed in your state? (Check as many as appropriate in each column.)

1-NR
2-R
9-Non-SEA

Method of Coordination	Before July '76	After July '76	C/Col
1. Participation in interagency council(s)	( )	( )	68-69
2. Participation on joint regional committees	( )	( )	70-71
3. Mutual referral of clients	( )	( )	72-73
4. Shared facilities	( )	( )	74-75
5. Shared equipment/materials	( )	( )	76-77
6. Shared personnel for projects	( )	( )	78-79 Col. 11-12-"03"
7. Joint funding of projects	( )	( )	13-14
8. Other(s) (specify): 1) ______	( )	( )	15-17
2)	( )	( )	17-18

b. Are any of the above changes which have occurred concerning state education agency and other agency(ies) relations attributable to the federally funded project?

☐ No ☐ Yes ☐ Don't Know

1-No
2-Yes
3-DK
9-NA 19

If yes, describe major changes: ______

______ 20-22

______ 23-25

______ 26-28

12. Please list up to five agencies/organizations which have been most actively involved in the planning or implementation of the project. Please indicate (a) how they were involved, and (b) the telephone number of a person we might contact.

99-NA

Name of Agency/Organization	(a) Type of Involvement	(b) Area Code / Telephone Number	C/Col
1.			29-30
2.			31-32
3.			33-34
4.			35-36
5.			37-38

FOR ALL GRANTEES

ADP Only
Code C/Col

Training and Technical Assistance activities may be divided into three categories:

- State-wide or regional conferences with representatives from six or more agencies or programs;
- Workshops or seminars with representatives from two to five agencies or programs; and
- Consultations (individualized training and technical assistance) with staff of a single agency.

13. How has the time devoted by project staff to the three types of Training and Technical Assistance and other project activities been spent since July 1976? 999=NA

			ADP Code	C/Col
a.	Conferences	____%		39-41
b.	Workshops/Seminars	____%		42-44
c.	Consultations	____%		45-47
d.	Other project activities (i.e., not Training and Technical Assistance)	____%		48-50
		100 %		

14. Have local school districts been provided Community Education (CE) training or technical assistance through the federal project? 1=No 2=Yes 9=NA

a. ☐ No ☐ Yes — 51

999=NA

b. How many have received training or technical assistance since July 1976? ______ — 52-54

c. Has training or technical assistance been provided in the following: 99=NA

		No (1)	Yes (2)	C/Col
1.	C. E. project administration (leadership training)	☐	☐	55
2.	C. E. project planning	☐	☐	56
3.	C. E. project funding	☐	☐	57
4.	Development and/or acquisition of C. E. materials	☐	☐	58
5.	Citizen or community involvement in C. E.	☐	☐	59
6.	Coordination of interagency resources	☐	☐	60
7.	Curriculum development	☐	☐	61
8.	Applying for federal C. E. project funds	☐	☐	62
9.	Needs assessment techniques	☐	☐	63
10.	Community Education project evaluation techniques	☐	☐	64
11.	Other(s) (specify): 1) ______	☐	☐	65
	2) ______			66

	ADP Only	
	Code	C/Col.
15. a. Since July 1976, were CONFERENCES (for increasing Community Education awareness or information dissemination) offered through the federally supported Community Education project?		
☐ No ☐ Yes	1=No 2=Yes	67
If yes,		
b. How many conferences were there? ________	99=NA	68-69
c. How many hours were involved, and spread over how many days?		
________ hours ________ days		70-74
d. How many people attended the largest conference? ________	999=NA	75-77
the smallest? ________	99=NA	78-79
e. In total, about how many people attended such conferences since July 1976?	Col. 11-12="04"	
________ Number	999=NA	13-15
Is this: ☐ an actual count,	9=NA 1	
☐ a close approximation, or	2	16
☐ a rough estimate	3	
f. About how many of these people were:		
SEA staff? ________	99=NA	17-19
Staff from other state agencies? ________	999=NA	20-22
LEA staff? ________		23-25
Other(s)? (specify): 1) ________ ________		26-28
2) ________ ________		29-31
g. How many of the following were represented?		
SEA's? ________		32-33
Other state agencies? ________		34-36
LEA's? ________		37-39
Colleges & Universities? ________		40-42
Communities? ________		43-45

	ADP Only	
	Code	C/Col.
16. a. Since July 1976, were TRAINING SESSIONS/WORKSHOPS (for concept development or skill building) offered through the federally supported Community Education project?		
☐ No ☐ Yes	1=No 2=Yes	46
If yes,		
b. Altogether, how many training sessions/workshops were there? ______		47-48
c. How many hours were involved, and spread over how many days?	999=NA 99=NA	
______ hours ______ days		49-53
d. How many substantially different training sessions/workshops were there? ______		54-55
e. How many of these were substantially different from any previously offered through your institution? ______ Number		56-57
f. In total, how many people attended these training sessions/workshops since July 1976? ______ Number		58-60
Is this: ☐ an actual count,	1	
☐ a close approximation, or	2	61
☐ a rough estimate	3	
g. How many of these people were:		
SEA staff? ______	99=NA	62-63
Staff from other state agencies? ______	999=NA	64-66
LEA staff? ______		67-69
Other(s) (specify): 1) ______ ______		70-72
2) ______ ______		73-75
h. How many of the following were represented?		
SEA's? ______		76-77
Other state agencies? ______		78-80
	Col. 11-12="05"	
LEA's? ______		13-15
Colleges and Universities? ______		16-18
Communities? ______		19-21

	ADP Only	
	Code	C/Col.
17. Since July 1976, were Community Education related CONSULTATIONS (i.e., individualized training and technical assistance) provided to school districts, community colleges, or state agencies/associations through the federally supported Community Education Project?		
a. ☐ No ☐ Yes	1-No 2-Yes	22
b. How many of the following received such consultations?		
(1) School districts? ____________		23-24
(2) Colleges & Universities? ____________		25-26
(3) State agencies/associations? ____________		27-28
c. Consultations were provided primarily by which of the following (Check only one):		
☐ Project staff visits to colleges/agencies/school districts	1	
☐ College/agency/school district personnel visits to your institution	2	29
☐ A combination of the above, with no dominant pattern	3	
☐ Other(specify): ____________	4	
d. In total, about how many individuals have been recipients of consultative assistance since July 1, 1976? ____________	999=NA	30-32
e. How different is the type of assistance provided thru the project than what was provided before the start of the federal grant in July 1976? (Check the appropriate box below.)	9=NA	
☐ There is no major difference.	1	
☐ There is a quantitative difference but not qualitative difference; that is, more people and institutions are served but the type of service is essentially the same as before.	2	
☐ There is a qualitative difference but not quantitative difference; that is, about the same number of people and institutions are served but they are receiving qualitatively improved services.	3	33
☐ There are both quantitatively and qualitatively improved assistance.	4	
☐ Other: Comment ____________	5	
____________		
____________		
____________		34
____________		

ADP Only
C/Col.

18. Since July 1976, have Community Education curriculum or training materials been developed by your agency/institution as a part of the federally supported Community Education Project?

1. No
2. Yes

☐ No ☐ Yes 35

19. Are there any other major project related activities/services which were not addressed in items 13-18 above?

1. No
2. Yes

a. ☐ No ☐ Yes 36

b. Please describe briefly and indicate number and type of clients (i.e., individuals, agencies, institutions) served.

37

38

39

40-42

43

20. Both POSITIVE and NEGATIVE changes may result from the implementation of a Community Education Program. Changes, if any, will be realized to different extents in each project. Please indicate how much change, either for the better or the worse, has occurred during the past year which can be attributed to the Community Education Project.

Circle the appropriate number.	Change for the worse	No change	Some change for the better	Considerable change for the better	ADP Only Code	ADP Only C/Col.
a. Attitudes of SEA staff towards Community Education	1	2	3	4		44
b. Attitudes of university/college faculty and staff towards Community Education	1	2	3	4		45
c. Attitudes of local schools' staff and community leaders towards Community Education	1	2	3	4		46
d. Cooperation between SEA and Agency on Aging	1	2	3	4		47
e. Cooperation between SEA and other state agencies concerning Community Education	1	2	3	4		48
f. Cooperation between SEA and non-governmental agencies/associations concerning Community Education	1	2	3	4		49
g. Cooperation between colleges/universities and SEA concerning Community Education	1	2	3	4		50
h. Cooperation between colleges/universities and local school districts concerning Community Education.	1	2	3	4		51

21. Were there impacts from the federal Community Education Project other than those previously mentioned?

		ADP Only Code	ADP Only C/Col.
a. ☐ No	☐ Yes	1=No 2=Yes	52
If Yes, was there:			
b. ☐ An increased number of local school districts with Community Education Programs? (How many? ____________)		1=NR 2=R	53-55
c. ☐ Policy changes in your agency/institution which are relevant to and supportive of a Community Education Program?			56
d. ☐ New/Increased funding appropriated by your agency/institutions for Community Education? (How much? ____________)			57-63
e. ☐ Other (specify): ____________________			64
____________________			
____________________			
____________________			65

IHE Project Directors, Please Go to Item 26

FOR SFA PROJECT DIRECTORS ONLY

	ADP Only	
	Code	C/Col.
22. a. Did your state have a plan, policy, or position paper for Community Education prior to receiving the Office of Community Education grant in July 1976? ☐ No ☐ Yes — GO TO ITEM 23	1 = No 2 = Yes 9 = NA	66
b. If no, have you since developed a plan, policy, or position paper on Community Education? ☐ No ☐ Yes — GO TO ITEM 22c		67
c. If yes, is it:	9 = NA	
☐ Written, but not approved	1	
☐ Written, and approved	2	68
☐ Implemented	3	
(Please attach a copy if available)		
23. Was there any Community Education legislation approved by the state legislature prior to receiving the federal grant (July 1976)? a. ☐ No ☐ Yes	1 = No 2 = Yes 9 = NA	69
b. If not, is there any now? ☐ No ☐ Yes		70
c. If yes, can this be attributed to the federally supported Community Education project? ☐ No (1) ☐ To some extent (2) ☐ Almost entirely (3) ☐ Entirely (4) ☐ Not able to determine (5)	9 = NA	71

FOR SEA PROJECT DIRECTORS ONLY

24. Have you participated in Community Education training provided by Texas A&M University?

a. ☐ No ☐ Yes

If Yes,

b. How many days of training did you receive? ____________________

c. Overall, have you found the training to have been:

Of No value	Of Little value	Of Some value	Quite helpful	Critical to my/our efforts
☐ (1)	☐ (2)	☐ (3)	☐ (4)	☐ (5)

d. Can you cite any specific examples of having done anything differently because of the training?

☐ No ☐ Yes

If Yes, what?

1) ______________________________

____

2) ______________________________

____

3) ______________________________

25. Has the project received Community Education training or assistance from other universities?

a. ☐ No ☐ Yes

If Yes, by whom (specify which universities):

____

____

____

b. Overall, have you found the training to have been:

Of No value	Of Little value	Of Some value	Quite helpful	Critical to my/our efforts
☐ (1)	☐ (2)	☐ (3)	☐ (4)	☐ (5)

c. Can you cite any examples of having done anything differently because of the training?

☐ No ☐ Yes

If Yes, what?

1) ______________________________

____

2) ______________________________

____

3) ______________________________

ADP Only

Code	C/Col.
1.No 2.Yes 9.NA	72
999.NA	73-75
9.NA	76
1.No 2.Yes 9.NA	77
Col.11-12."06"	
	14-15
	16-17
	18-19
1.No 2.Yes 9.NA	20
	21-22
	23-24
	25-26
9.NA	27
9.NA	28
	29-30
	31-32
	33-34

FOR ALL GRANTEES

ADP Only	
Code	C/Col

26. What do you consider to be the major impacts of the Community Education Project? Please describe as specifically as possible the impacts, if any, to:

a. Institutions of Higher Education:

35-36

37-38

39-40

41-42

b. State Education Agencies:

43-44

45-46

47-48

49-50

c. Local Education Agencies:

51-52

53-54

55-56

57-58

d. Other Agencies/Departments:

59-60

61-62

63-64

65-66

	ADP Only Code	C/Col.
27. Has an evaluation of the Community Education Project been made?		
a. ☐ No ☐ Yes	1-No 2-Yes	67
If yes, was a written report prepared?		
b. ☐ No ☐ Yes	9-NA	68
If available, please enclose a copy.		
28. If federal funding were terminated next year, to what extent do you think the Community Education program would continue to operate?		
a. ☐ Program and its services/activities would discontinue.	1	
b. ☐ Program would exist but operate at reduced levels in terms of a decreased service area or decreased services/activities.	2	69
With what funds? ______________________		
c. ☐ Program would operate in the same manner and to the same degree.	3	70-71
With what funds? ______________________		72-73
d. ☐ Program would expand to include a larger service area or more services/activities.	4	
With what funds? ______________________		74-75
29. How would you characterize the support/assistance (in addition to money) you have received from the U. S. Office of Community Education? (Check only one.)		
a. ☐ There has been virtually no interaction.	1	
b. ☐ There has been occasional interaction but no substantial support or assistance.	2	
c. ☐ There has been occasional interaction but it has generally had a neutral effect on the project (e.g., took time away from other things).	3	
d. ☐ There has been considerable interaction which has generally had a neutral to positive effect on the project.	4	76
e. ☐ There has been considerable interaction which has generally oeen of great assistance to the project.	5	
f. ☐ Other (comment): ______________________	6	
______________________		
______________________	Col. 11-12-"07"	
______________________		

30. What specific suggestions do you have for the Office of Community Education that would improve the effectiveness of Community Education Programs?

ADP Only	
Code	C/Col.
	13-14
	15-16
	17-18
SKIP 19-80 on card "07"	

Grantee: ______________________________

ADP Only	
Code	C/Col.

Part B: Project Resources and Costs

This section of the questionnaire deals with project resources and costs. More specifically, the first set of questions deals with the amount of resources which have been available and how they have been used. The second set of questions deals with dollar costs, and some may most readily be answered by a member of your fiscal or accounting staff.

I. Project Resources

Col. 11-12-"08"

31. Please indicate below the number of Community Education project staff in the four listed categories for the first and second years of federal grant support.

	Project Year 1	Project Year 2	Code	C/Col.
			999.NA	
a) No. Full-time Professional Staff				13-18
b) No. Part-time Professional Staff				19-24
c) No. Full-time Clerical/Administrative Support Staff				25-30
d) No. Part-time Clerical/Administrative Support Staff				31-36

32. Has the project received PERSONNEL or MATERIAL support from institutions/organizations other than your institution/agency or the U.S. Office of Community Education since July 1976?

1.No
2.Yes

☐ No ☐ Yes — 37

If Yes, please describe:

Source of Support	Type of Support (check ✓) Staff	Buildings/ Facilities	Supplies/ Materials/ Other Equipment	Code	C/Col.
				1.NR 2.R 9.NA	
General local government					38-40
Local school district(s) (who are not recipients of the federal C.E. grant)					41-43
Other community agency(ies)					44-46
State Education Agency					47-49
Other state agency(ies)					50-52
Colleges/universities					53-55
Other (specify) 1)____________					56-58

33. Has the project received CASH support other than that provided through the federal grant since July 1976?

☐ No ☐ Yes

If Yes, please indicate (√) source of support for each grant period.

	Project Year 1	Project Year 2
Your agency		
Tuition/fees/user charges		
General local government		
Local school district(s) (who are not recipients of the federal C. E. grant)		
Other community agency(ies)		
State Education Agency		
Other state agency		
Private organizations		
Other(s) (specify) ______		

34. Does your Community Education project make use of volunteer assistance?

a. ☐ No ☐ Yes

b. If Yes, approximately how many individuals served as volunteers from September through December 1977? ______

ADP Only	
Code	C/Col.
1=No 2=Yes	59
1=NR 2=R 9=NA	60-61
	62-63
	64-65
	66-67
	68-69
	70-71
	72-73
	74-75
	76-77
	78-79
Col. 11-12-"09"	
1=No 2=Yes	13
999=NA	14-16

	ADP Only	
	Code	C/Col.
II. Project Dollar Costs (Fiscal Questions)		
35. With respect to Federal funding, did you receive the amount of funds you requested for:	1 = No 2 = Yes	
a. July 1, 1976 to June 30, 1977? ☐ No ☐ Yes		17
b. What impact did this have?	9 = NA	
☐ required change in type of activities originally proposed	1	
☐ required change in extent of activities originally proposed	2	
☐ required changes in both type and extent of activities originally proposed	3	18
☐ required no significant change in activities as originally proposed	4	
c. Were these changes noted and communicated by your agency to the U.S. Office of Community Education?	1=No 2=Yes 3=U 9=NA	
☐ No ☐ Yes ☐ Uncertain		19
d. July 1, 1977 - present ☐ No ☐ Yes	1=No 2=Yes	20
e. What impact did this have?	9=NA	
☐ required change in type of activities originally proposed	1	
☐ required change in extent of activities originally proposed	2	
☐ required changes in both type and extent of activities originally proposed	3	21
☐ required no significant change in actitivite as originally proposed	4	
f. Were these changes noted and communicated by your agency to the U.S. Office of Community Education?	1=No 2=Yes 3=U 9=NA	
☐ No ☐ Yes ☐ Uncertain		22
36. Are financial reports provided on a regular basis (i.e., at least quarterly) to:		
a. the Community Education project director? ☐ No ☐ Yes		23-24
b. the Advisory Board/Council? ☐ No ☐ Yes		25-26

Please provide copies of reports for the period of the federal grants, if available.

38. Federal Share Expenditure Analysis

In your federal grant application, FEDERAL funds were budgeted for some or all of the "object class categories" in the table below. Since some flexibility across categories is permitted and changes from the original budgetary plans are often necessary, please summarize the actual amounts of federal funds expenditures in each category for the two designated time periods. (See p. D-3, Part III, Section B, Budget Categories of Application for Grants Under Community Education Program for definitions of categories.)

	FEDERAL SHARE EXPENDITURES		ADP Only	
Object Class Categories	First Project Year (______76 to ______77)	First Quarter, Current Project Year (______77 to ______77)	Code 99999 99999 • NA	C/Col.
a. Personnel				13-22
b. Fringe Benefits				23-32
c. Travel				33-42
d. Equipment				43-52
e. Supplies				53-62
f. Contractual				63-72
g. Construction			Col.11-12-"12"	13-22
h. Other				23-32
i. Total Direct Charges				33-42
j. Indirect Charges				43-52
k. TOTALS				53-62

37. In your federal grant application, NON-FEDERAL contributions to the project were anticipated in some or all of the "object class categories" in the table below. Since changes from what was anticipated may have been necessary during the year, please summarize the actual amounts of non-federal expenditures in each category for the two designated time periods. We recognize there may be some inconvenience caused by asking you to report in terms of our designated periods, but this information is needed to permit comparisons of expenditure rates across projects and will be used in reconsidering existing grant policy. (See p. D-3, Part III, Section B, Budget Categories of Application for Grants under Community Education Program for definitions of categories.)

Object Class Categories	NON-FEDERAL EXPENDITURES		ADP Only	
	First Project Year (_____76 to _____77)	First Quarter, Current Project Year (_____77 to _____77)	Code	C/Col.
			99999 99999 = NA	
a. Personnel				27-36
b. Fringe Benefits				37-46
c. Travel				47-56
d. Equipment				57-66
e. Supplies				67-76
			Col. 11-12="10"	
f. Contractual				13-22
g. Construction				23-32
h. Other				33-42
i. Total Direct Charges				43-52
j. Indirect Charges				53-62
k. TOTALS				63-72
			Col. 11-12="11"	

We thank you for your assistance. May we remind you of our desire to have copies of each of the following materials, if available:

- Organization charts, indicating location of the Federal Community Education Project within your agency/institution;
- Evaluation report of the Community Education project, if one was prepared;
- Financial reports for the period of the federal grants.

Complete forms, with copies of the above-listed materials (if available) should be returned within two weeks in the enclosed postage paid envelope to:

Community Education Study
Development Associates, Inc.
2924 Columbia Pike
Arlington, Virginia 22204

OMB Approval No.: 51S77040

Expires: July 1978

LEA PROJECT DIRECTOR QUESTIONNAIRE

BACKGROUND/PURPOSE

This questionnaire is part of a study of programs funded by the U.S. Office of Community Education. The information you provide will help the U.S. Office of Education plan for Community Education needs, will be used to prepare recommendations for Congress, and should be of benefit to project directors and other practitioners. Copies of the report will be available when it is completed.

In preparing the questionnaire, we have attempted to phrase items which will apply across all projects, and we know that some of the questions do not reflect your primary goals or activities. Our asking the question does not imply that we or the U.S. Office of Education believes you should have been working in these areas or toward these ends; we simply are asking some questions of everyone in order to document the range of different activities.

This study is authorized by Law (20 U.S.C.: 1226), and although you are not required to respond, your cooperation is needed to make the results of this survey comprehensive, accurate, and timely. When published, the report will not identify you or any other individual.

INSTRUCTIONS

The first major section of the questionnaire (Part A), seeks descriptive information about the project and an assessment of project impacts. The second major section (Part B), seeks information about project resources and project costs. It may be appropriate for someone from your accounting office to answer some of these questions. These sections are color coded.

Please read the individual instructions and answer each question as best you can. Also, write any comments which will help us understand your particular situation. We estimate that the questionnaire will require 1 to 2 hours to complete. Data processing numbers at the far right of each page should be ignored. Please enter the following information:

	ADP Only C/Col.
Name of Grantee: ____________________	1 - 2
Type of Grantee: ☐ Local School District	3 3
☐ Other	
Address: ____________________	02 4 - 5
Title of Project Director: ____________________	6 - 7
	8 - 9
Telephone No.: ____________________	001 10-12
Date Form Completed: ____________________	13-16

We have tried to keep the questionnaire as brief and easy to complete as possible. However, should you have any questions, please call the following number collect and ask for the Field Data Collection Coordinator for the Community Education Study: (703) 979-0100.

Completed forms should be returned within two weeks in the enclosed postage-paid envelope to:

Community Education Study
Development Associates, Inc.
2924 Columbia Pike
Arlington, Virginia 22204

LEA PROJECT DIRECTOR QUESTIONNAIRE

PART A: Project Description and Assessment

ADP Only C/Col.

I. Background Information

1. How long have you been employed by the grantee? ________ (months) 17-18

2. How long have you been the federally-supported Community Education project director? ________ (months) 19-20

3. Is your position as project director:

   a. ☐ (1) Full-time or ☐ (2) Part-time 21

   b. How many hours per week? ________ 22-23

   c. What other positions do you hold? ________ 24

4. How much training have you had in Community Education?

   ☐ (1) None ☐ (2) Workshop experiences ☐ (3) college course(s) ☐ (4) Academic degree 25

5. How many school district(s) are served by the federally supported Community Education project? ________ 26

6. How many students (K-12) are enrolled in your district(s) for Fall 1977?

   a. Total Students ________ 27-32

   b. Is this enrollment:

   ☐ (1) considerably less; ☐ (2) about the same; or ☐ (3) considerably more than the Fall 1975 enrollment? 33

7. How many of the schools do you consider to be directly participating in a Community Education program?

   a. Total Schools in district ________ 34-35

   b. How many are directly participating in the federal project? ________ 36-37

   c. How many were involved in the federal project last year (July 1976-June 1977)? ________ 38-39

8. Has (Have) your school board(s) formally endorsed the concept of Community Education?

a. ☐ No ☐ Yes

b. How many did so:

Before January, 1976? ____

Between Jan. 1 and July 1, 1976? ____

Between July 1976 - July 1977? ____

Since July 1977? ____

9. Administratively, where is the project located within your agency? More specifically:

a. Is the project part of a larger Community Education program/division?

☐ No ☐ Yes

b. What is the name of the division/department in which the project is located?

____

ADP Only	
Code	C/Col.
1 = No 2 = Yes	40
1 = NR 2 = R	
	41
	42
	43
	44
1 = No 2 = Yes	45

PLEASE ATTACH ORGANIZATIONAL CHART(S), IF AVAILABLE, INDICATING LOCATION OF THE FEDERAL COMMUNITY EDUCATION PROJECT WITHIN YOUR INSTITUTION/AGENCY.

10. Was a Community Education program operating in the district(s) before you received the initial Federal project grant?

a. ☐ No ☐ Yes

b. When did it begin? ____________________ 19____.

c. Please check (✓) how it differed from the current program in terms of:

Program Components	Extent of Difference		
	Less now (1)	Same now as before (2)	More now (3)
Number of staff			
Number of schools served			
Geographic area covered			
Services offered			
Inter-agency/departmental coordination			

d. If any of the changes you checked above can be attributed to the Federal grant, circle the check mark and briefly describe the changes below:

- Staff: ____________________
- Schools served: ____________________
- Geographic area: ____________________
- Services offered: ____________________
- Inter-agency/departmental coordination: ____________________

ADP Only	
Code	C/Col.
1 = No 2 = Yes	46
9999=NA	47-50
9=NA	
	51
	52
	53
	54
	55
	56-58
	59-60
	61
	62
	63-65

11. Does the Federal project receive advice/guidance from an advisory council(s)?

a. ☐ No ☐ Yes. If yes:

b. Is/Are the council(s) specifically for the Federal project, or for other programs/activities as well?

☐ project specific; how many? ________

☐ project inclusive; how many? ________

c. How many members are on the council(s)? ________

d. Does (do they) it include representatives of the following?

	No (1)	Yes (2)
• Members of your agency's staff	☐	☐
• Members of other community agencies	☐	☐
• Citizen group representatives	☐	☐
• Individual private citizens	☐	☐
• Others ________	☐	☐

e. When was the council formed? ________ month / year

f. Can you think of any significant contributions they have made which have affected the direction or operation of the project in the past 12 months?

☐ No ☐ Yes

If yes, please give examples:

____

____

____

____

____

____

g. In the past year, has the project provided training to the council?

☐ No ☐ Yes

ADP Only

Code	C/Col.
1 = No 2 = Yes	66
9 = NA	67
9 = NA	68-69
	70-71
	72
	73
	74
	75
	76
	77-80
1 = No 2 = Yes 9 = NA Col. 11-12-"02"	13
9 = NA	
	14
1 = No 2 = Yes 9 = NA	15

II. Description of the Project

ADP Only
Code | C/Col.

12. How involved were the following in: (a) developing the initial Federal project proposal; (b) actually operating the Community Education project? (Check the appropriate answer under (a) and (b) for each group.)

Category of Potential Participant(s)	Extent of Involvement								ADP Only C/Col.
	a. Initial Proposal Development				b. Actual Project Operations				
	Not Involved (1)	Slightly Involved (2)	Moderately Involved (3)	Very Involved (4)	Not Involved (1)	Slightly Involved (2)	Moderately Involved (3)	Very Involved (4)	
Superintendent									16-17
Board of Education Staff									18-19
Principals									20-21
Regular K-12 teachers									22-23
Community Agencies									24-25
Advisory Board									26-27
Neighborhood Association(s)									28-29
Area Citizens									30-31
State Education Agency Staff									32-33
Others (specify) (1) ______									34-35
(2) ______									36-37
									38-39

13. What are the major objectives of the Community Education project? (Please check all that apply and place a "1" beside the most important.)   1 = NR 2 = R

☐ Coordinating existing community services/programs   40

☐ Providing educational services/programs to out-of-school youth and adults   41

☐ Expanding the use of schools   42

☐ Providing for the integration of, and mutual reinforcement between, the participating schools' regular instructional and optional programs   43

☐ Increasing community involvement in school and in other public decision-making process   44

☐ Other(s) (specify):
(1) ______________________   45
(2) ______________________   46

47

SKIP 48-60

The primary objectives of your project for last year (1976-77) as set forth in your original grant proposal are presented below. Frequently, it is necessary to add, eliminate, or modify objectives during the course of a project year for a variety of quite legitimate reasons. Also, it is frequently not possible to fully achieve all of a project's objectives for equally legitimate reasons. Please indicate on the table below the extent to which each goal/objective was achieved and provide a brief explanation for your ratings where little or no progress has been made.

a. GOALS/OBJECTIVES	b. Extent to which each goal/objective was achieved: Not Addressed	A Little Progress	Some Progress	Almost Accomplished	Accomplished	c. EXPLANATION OF RATING Where little or no progress has been made.
(1) To provide low-cost • educational, • cultural, and • recreational opportunities for all community members.						
(2) To increase social interaction, multi-ethnic integration, and participation in community affairs.						
(3) To utilize more fully existing human resources, public education facilities, and community agencies for broad community purposes and to decrease the problems of • child abuse, • truancy, • and vandalism.						

ADP Only: 61-62 63 65 67 69 71 73 Col. 11-12 = "03" 13-14 15-16 17-18 19-20

		ADP Only Code	C/Col.

15. With regard to matching Community Education needs and resources in your service area, were community needs and available resources assessed before/after July 1976?

	Before July 1976 No (1)	Before July 1976 Yes (2)	Before July 1976 Don't know (3)	After July 1976 No (1)	After July 1976 Yes (2)	After July 1976 Don't know (3)	Code	C/Col.
a. Needs assessment								21
b. Resource assessment								22

c. If a needs and/or resource assessment was done after July 1976, how involved were the following:

	Not Involved (1)	Slightly Involved (2)	Very Involved (3)	Code	C/Col.
				9 = NA	
Principals					23
Community agencies					24
Local government officials					25
Neighborhood associations					26
Community education advisory councils					27
Others (specify) (1) ________________					28
(2) ________________					29

16. Does each project-related school/center have a community resource file?

1 = No
2 = Yes
3 = DK

a. ☐ Don't know ☐ No ☐ Yes — 30

c. If not, do other agencies or departments have such a file?

☐ No (1) ☐ Yes (2)

If Yes, which agencies?

____

____

____

____

b. If yes, was it created as a result of the project?

	Code	C/Col.
☐ No	1	
☐ Yes, in part	2	31
☐ Yes, in totality	3	

32

17. Has the project staff received Community Education training or technical assistance from your State Education Agency (SEA) or an Institution of Higher Education (IHE) since July 1, 1976?

a. ☐ No ☐ Yes: If yes. . .

b. How many days of training or technical assistance from:

SEA ________________ days

IHE's ________________________________
(specify which IHE's and number days assistance provided by each

____

____

____

____

____

c. How valuable was the training/technical assistance from:

the SEA:	☐(1) of no value	☐(2) of little value	☐(3) of some value	☐(4) quite helpful	☐(5) critical to our efforts
the IHE('s):	☐(1) of no value	☐(2) of little value	☐(3) of some value	☐(4) quite helpful	☐(5) critical to our efforts

d. Have you or your staff done anything differently because of the training or technical assistance?

☐ Don't know ☐ No ☐ Yes

If yes, please cite specific examples: ________________________________

____

____

____

ADP Only Code	C/Col.
1 = No 2 = Yes	33
99=NA	34-35
	36-37
	38-39
	40-41
	42-43
9=NA	44
9=NA	45
1 = No 2 = Yes 3 = DK 9 = NA	46
	47-48
	49-50

18. Please describe the buildings/facilities used by (CE) staff for activities/services directly associated with the federally-supported portion of your Community Education program.

NAME OF BUILDINGS/FACILITIES	Ownership		First Used for C. E.		
	School District (✓)	Other (Specify)	Before July '76 (✓)	'76-'77 (✓)	Fall 1977 (✓)
A. Community school(s)/ Multi-purpose Center(s) __________ __________ __________ __________ __________ __________					
B. Classroom/Meeting space only __________ __________ __________ __________ __________ __________					
C. Administrative offices only __________ __________ __________ __________ __________ __________					
ADP Only	___ 57-58	___ 59-60	___ 61-62	___ 63-64	___ 65-66

ADP Only C. Col.
99=NA
___ 51-52
___ 53-54
___ 55-56

ADP Only

19. Indicate approximately how many individuals within the following age groups participated in or were served by your federally-funded Community Education project during the period between July 1, 1976 to June 30, 1977.

99999 = NA

Age Group	Approximate Number Participants/Clients	C/Col.
Pre-school		67-71
School, grades K-12		72-76
Out-of-school youth 16-21 years		Col. 11-12="04" 13-17
Adults, 22-64 years		18-22
Senior citizens, 65 years +		23-27

20. Did the School District(s) offer the following types of out-of-school programs/services to the following age groups prior (P) to the Federal Community Education grant; and/or after (A) the grant as a result of the project? (If offered during both times, check both P and A.

Code
1 = P
2 = A
3 = PA
9 = NA

OUT-OF-SCHOOL PROGRAMS/SERVICES Offered by School District	Pre-School Children		Regular K-12 Students		Out-of-School (16-21 years)		Adults (22-64 years)		Senior Citizens (65 plus)		C/Col.
	P	A	P	A	P	A	P	A	P	A	
Academic Classes (Credit)											28-32
Enrichment Classes (non-credit)											33-37
Direct Health/Social Services											38-42
Recreational/Social Activities											43-47
Cultural Activities											48-52
Community Meeting facilities											53-57

ADP Only
C/Col.

21. Using the following definitions, please indicate the number of participants in the Community Education Project during the first project year (July 1, 1976 - June 30, 1977, and thus far this year).

PARTICIPANT CATEGORIES

A. Enrollees in Structured Learning Experiences: persons attending credit or non-credit classes which have been initiated or otherwise directly influenced by the project.

B. Members of Project Related Community/School Groups: persons who belong to advisory council(s) and committees, clubs, and other project supported community or school groups. The groups must use the project-related facilities on a regular basis and/or regularly receive assistance from project staff in accomplishing their goals.

C. Users of Community Education Project-Related Facilities not otherwise related to the Project: members of structured groups/clubs which have made arrangements to use the Community Education facilities on a scheduled basis but which are not otherwise related to the project (Examples include: Boy Scouts, senior citizen clubs, social clubs, religious clubs, clinics, etc.).

D. Participants in Project-Related Recreational or Social Activities: persons who attend relatively unstructured special events sponsored by the project (in the project facility or by project-sponsored groups). Such events include dances, recreational/sports events, or cultural events.

Categories of Participants	During first year of project	Are these figures a:			During second year of project	Are these figures a:			
		Actual count	Close approximation	Rough estimate		Actual count	Close approximation	Rough estimate	
	Total Number 7/76 - 6/77	(1)	(2)	(3)	Total Number 7/77 - 12/77	(1)	(2)	(3)	999-NA
A. Enrollees in Structured Learning Experiences									58-69 Col. 11-12 = "05"
B. Members of Project-related community/school groups									13-24
C. Users of Project-related facilities									25-36
D. Participants in Project-related Recreational/Social activities									37-48
TOTALS									49-60

22. During the past year, were any programs or services provided by the school district(s) as a result of the project for the mentally/physically handicapped, limited-English speakers, or other special needs groups?

	ADP Only Code	C.Col.
a. ☐ No ☐ Yes	1=No 2=Yes	61
b. If yes, which groups?	1=NR 2=R 9=NA	
☐ Mentally handicapped		62
☐ Physically handicapped		63
☐ Limited English speakers		64
☐ Other(s) ______________ (specify)		65
______________		66

23. How many of the following have been provided as a result of the project (through 12/77)?

Types of Services/Classes/Activities	Number	ADP Code	C.Col.
		999=NA	
Academic classes (for credit)			67-69
Enrichment classes (for non-credit)			70-72
Recreational/social/cultural programs			73-75
Direct health and social services/programs			76-78

Col.11-12="06"

24. How many of the following groups have received staff or material support from the Community Education project? Of these groups, how many had also been established by the project?

99=NA

	No. Assisted	No. Established	C.Col.
Interagency committees			13-16
Other groups/organization(s)			17-20

	ADP Only
Code	C/Col.

25. (a) Please list up to 5 agencies/organizations which have been actively involved in the planning or implementation of the project: and
(b) Please indicate how they were involved.

(a) Name of Agency/Organization	(b) Type of Involvement	C/Col.
1.		21-22
2.		23-24
3.		25-26
4.		27-28
5.		29-30

26. A. To your knowledge, did any of the following types of cooperation/coordination exist between the school district(s) and community agencies before and after July 1976? Check as many as appropriate in each column.

Method of Coordination	Before July '76	After July '76	Code	C/Col.
			1=NR 2=R	
1. Participation on interagency council(s)	( )	( )		31-32
2. Participation on joint committees	( )	( )		33-34
3. Mutual referral of clients	( )	( )		35-36
4. Shared facilities	( )	( )		37-38
5. Shared equipment/materials	( )	( )		39-40
6. Shared personnel/volunteers for projects	( )	( )		41-42
7. Joint funding of projects	( )	( )		43-44
8. Other(s) ______________ (specify)	( )	( )		45-46
______________________				47-48
______________________				

B. Are any of the above changes which have occurred concerning school district(s) - community agency(ies) relations attributable to the Community Education project?

Code: 1=No 2=Yes 3=DK

☐ Don't know ☐ No ☐ Yes — C/Col. 49

Describe major changes: ______________________ — 50-52

______________________ — 53-55

______________________ — 56-58

27. Both POSITIVE and NEGATIVE changes may result from the implementation of a community education program. Changes, if any, will be realized to different extents in each community. Please indicate how much change, either for the better or the worse, has occurred in your service area during the past year which can be attributed to the Community Education project.

Circle the appropriate number.	Change for the Worse	No Change	Some Change for the Better	Considerable Change for the Better	ADP Only Code	C/Col.
a. Community support for schools	1	2	3	4		59
b. Attitudes of teachers & administrative staff toward community	1	2	3	4		60
c. Self-help activities undertaken by the community	1	2	3	4		61
d. Cooperation between schools and non-school governmental agencies	1	2	3	4		62
e. Cooperation between schools and private agencies/associations	1	2	3	4		63
f. Services to the elderly generally available in the community	1	2	3	4		64
g. School vandalism	1	2	3	4		65
h. Participation of citizens in school decision-making	1	2	3	4		66
i. Participation of citizens in non-school decision-making	1	2	3	4		67
j. Drug abuse by students and youth	1	2	3	4		68

28. A. In the last two years, how has the involvement of SCHOOL STAFF in the community changed with respect to the following:

	Decreased (1)	Not Changed (2)	Increased (3)	C/Col.
Seeking community residents to assist with the K-12 program				69
Participating in local community meetings (neighborhood councils, area assocs., etc.)				70
Teaching classes in the after school program to other than K-12 students (e.g., adults, senior citizen, etc.)				71
Participating in local community cultural, social, recreational activities				72
Organizing or administering community needs assessments				73

B. Are any of the changes attributable to the project?

1-No
2-Yes

☐ No ☐ Yes 74

Col. 11-12-"07"

If Yes, please circle the change and describe: ______________________

13-14

15-16

17-18

ADP Only
C/Col.

29. What do you consider to be the major impact(s) of the Community Education project. Please describe the impacts to the (a) school district(s), (b) community(ies), and (c) individual participants.

a. The School District(s):

19-20

21-22

23-24

25-26

b. The Community(ies):

27-28

29-30

31-32

33-34

c. Individual Participants:

35-36

37-38

39-40

41-42

	ADP Only	
	Code	C. Col.
30. Has an evaluation of the Community Education project been conducted?	1 = No 2 = Yes 3 = DK	43
☐ Don't know ☐ No ☐ Yes		
If yes, was a written report prepared?		
☐ No	1	44
☐ Yes (please send us a copy, if available)	2 9-NA	
31. How would you characterize the support/assistance (in addition to money) you have received from the U.S. Office of Community Education? (Check only one)		
☐ There has been virtually no interaction.	1	45
☐ There has been occasional interaction but no substantial support or assistance.	2	
☐ There has been occasional interaction but it has generally had a neutral to negative effect on the project (e.g., took time away from other things).	3	
☐ There has been occasional interaction which has generally had a neutral to positive effect on the project.	4	
☐ There has been considerable interaction which has generally been of great assistance to the project.	5	
☐ Other (comment): ______________________	6	
32. If federal funding were terminated next year, to what extent do you think the Community Education program would continue to operate?		
☐ Program and its services/activities would discontinue	1	46
☐ Program would exist but would operate at reduced levels in terms of decreased numbers of areas served or decreased services/activities (with what funds? ______________________)	2	
☐ Program would operate in the same manner and to the same degree as it has operated (with what funds? ______________________)	3	
☐ Program would expand to include a larger service area or more services/activities (with what funds? ______________________)	4	
		47-48
		49-50
		51-52

33. What specific suggestions do you have for the Office of Community Education that would improve the effectiveness of Community Education programs?

ADP Only
C. Col.

53-54

55-56

57-58

SKIP
59-80 on
Card "07

Grantee: ____________________

ADP Only	
Code	C. Col.

Part B: Project Resources and Costs

This section of the questionnaire deals with project resources and costs. More specifically, the first set of questions deals with the amount of resources which have been available and how they have been used. The second set of questions deals with dollar costs, and some may most readily be answered by a member of your fiscal or accounting staff.

I. Project Resources

Col. 11-12-"08"

34. Please indicate below the number of Community Education project staff in the four listed categories for the first and second years of federal grant support.

999=NA

	Project Year 1	Project Year 2	C. Col.
a) No. Full-time Professional Staff			13-18
b) No. Part-time Professional Staff			19-24
c) No. Full-time Clerical/Administrative Support Staff			25-30
d) No. Part-time Clerical/Administrative Support Staff			31-36

35. Has the project received PERSONNEL or MATERIAL support from institutions/organizations other than your institution/agency or the U.S. Office of Community Education since July 1976?

1=No
2=Yes

☐ No ☐ Yes 37

If Yes, please describe:

1=NR
2=R
9=NA

Source of Support	Type of Support (check ✓) Staff	Buildings/Facilities	Supplies/Materials/Other Equipment	C. Col.
General local government				[illegible]-40
Local school district(s) (who are not recipients of the federal C.E. grant)				41-43
Other community agency(ies)				44-46
State Education Agency				47-49
Other state agency(ies)				50-52
Colleges/universities				53-55
Other (specify) 1)________				56-58

	ADP Only	
	Code	C/Col.

36. Has the project received CASH support other than that provided through the federal grant since July 1976?

☐ No ☐ Yes

ADP Only Code	C/Col.
1. No 2. Yes	59

If Yes, please indicate (✓) source of support for each grant period.

	Project Year 1	Project Year 2	ADP Only Code	C/Col.
Your agency			1. NR 2. R 9. NA	60-61
Tuition/fees/user charges				62-63
General local government				64-65
Local school district(s) (who are not recipients of the federal C. E. grant)				66-67
Other community agency(ies)				68-69
State Education Agency				70-71
Other state agency				72-73
Private organizations				74-75
Other(s) (specify) ________				76-77
				78-79

Col. 11-12-"09"

37. Does your Community Education project make use of volunteer assistance?

a. ☐ No ☐ Yes

ADP Only Code	C/Col.
1. No 2. Yes	13

b. If Yes, approximately how many individuals served as volunteers from September through December 1977? ________

ADP Only Code	C/Col.
999. NA	14-16

	ADP Only	
	Code	C/Col.
II. Project Dollar Costs (Fiscal Questions)		
38. With respect to Federal funding, did you receive the amount of funds you requested for:	1 = No 2 = Yes	
a. July 1, 1976 to June 30, 1977? ☐ No ☐ Yes		17
b. What impact did this have?	9 = NA	
☐ required change in type of activities originally proposed	1	
☐ required change in extent of activities originally proposed	2	
☐ required changes in both type and extent of activities originally proposed	3	18
☐ required no significant change in activities as originally proposed	4	
c. Were these changes noted and communicated by your agency to the U.S. Office of Community Education?	1 = No 2 = Yes 3 = U 9 = NA	
☐ No ☐ Yes ☐ Uncertain		19
d. July 1, 1977 - present ☐ No ☐ Yes	1 = No 2 = Yes	20
e. What impact did this have?	9 = NA	
☐ required change in type of activities originally proposed	1	
☐ required change in extent of activities originally proposed	2	
☐ required changes in both type and extent of activities originally proposed	3	21
☐ required no significant change in actitivite as originally proposed	4	
f. Were these changes noted and communicated by your agency to the U.S. Office of Community Education?	1 = No 2 = Yes 3 = U 9 = NA	
☐ No ☐ Yes ☐ Uncertain		22
39. Are financial reports provided on a regular basis (i.e., at least quarterly) to:		
a. the Community Education project director? ☐ No ☐ Yes		23-24
b. the Advisory Board/Council? ☐ No ☐ Yes		25-26

Please provide copies of reports for the period of the federal grants, if available.

40. In your federal grant application, NON-FEDERAL contributions to the project were anticipated in some or all of the 'object class categories' in the table below. Since changes from what was anticipated may have been necessary during the year, please summarize the actual amounts of non-federal expenditures in each category for the two designated time periods. We recognize there may be some inconvenience caused by asking you to report in terms of our designated periods, but this information is needed to permit comparisons of expenditure rates across projects and will be used in reconsidering existing grant policy. (See p. D-3, Part III, Section B, Budget Categories of Application for Grants under Community Education Program for definitions of categories.)

Object Class Categories	NON-FEDERAL EXPENDITURES		ADP Only	
	First Project Year (____76 to ____77)	First Quarter, Current Project Year (____77 to ____77)	Code	C. Col.
			99999 99999 = NA	
a. Personnel				27-36
b. Fringe Benefits				37-46
c. Travel				47-56
d. Equipment				57-66
e. Supplies				67-76
			Col. 11-12="10"	
f. Contractual				13-22
g. Construction				23-32
h. Other				33-42
i. Total Direct Charges				43-32
j. Indirect Charges				53-62
k. TOTALS				63-72
			Col. 11-12="11"	

41. Federal Share Expenditure Analysis

In your federal grant application, FEDERAL funds were budgeted for some or all of the "object class categories" in the table below. Since some flexibility across categories is permitted and changes from the original budgetary plans are often necessary, please summarize the actual amounts of federal funds expenditures in each category for the two designated time periods. (See p. D-3, Part III, Section B, Budget Categories of Application for Grants Under Community Education Program for definitions of categories.)

Object Class Categories	FEDERAL SHARE EXPENDITURES		ADP Only	
	First Project Year (_____76 to _____77)	First Quarter, Current Project Year (_____77 to _____77)	Code	C Col.
			99999 99999 = NA	
a. Personnel				13-22
b. Fringe Benefits				23-32
c. Travel				33-42
d. Equipment				43-52
e. Supplies				53-62
f. Contractual				63-72
			Col.11-12-"12"	
g. Construction				13-22
h. Other				23-32
i. Total Direct Charges				33-42
j. Indirect Charges				43-52
k. TOTALS				53-62

We thank you for your assistance. May we remind you of our desire to have copies of each of the following materials, if available:

- Organization charts, indicating location of the Federal Community Education Project within your agency/institution;
- Evaluation report of the Community Education project, if one was prepared;
- Financial reports for the period of the federal grants.

Complete forms, with copies of the above-listed materials (if available) should be returned within two weeks in the enclosed postage paid envelope to:

Community Education Study
Development Associates, Inc.
2924 Columbia Pike
Arlington, Virginia 22204

OMB Approval No.: 51S77040
Expires: July 1978

A DESCRIPTION OF PROJECTS FUNDED BY THE COMMUNITY EDUCATION PROGRAM FOR 1976-1977

This questionnaire is a part of a study of programs funded by the U. S. Office of Community Education. The information you provide will help the U. S. Office of Education plan for community education needs and will be used to prepare recommendations for Congress. The results of the entire study will be available to you and others, and should help Community Educators improve future programs.

This questionnaire deals with the conditions of the Community Education project after 1976-1977 federal funding was terminated. Its more specific purpose is to:

(1) inquire about any impact federal funds might have had;

(2) inquire about any suggestions that you might have for improving federal grant policies and procedures; and

(3) inquire as to whether the Community Education project is still operating.

Because we will be securing information from a variety of sources, we have attempted to limit the questions asked as to few as possible. Thus, we would appreciate your taking a few minutes to complete the questionnaire. It should require no more than 20 minutes. Should you have any questions, please call the following number collect and ask for the Field Data Collection Coordinator with the Community Education Study (703-979-0100).

Please read the instructions which accompany each item, answer as best as you can, and write any comments which will help us understand your particular situation. Please disregard all numbers at the far right; these are assigned for data processing purposes only.

This report is authorized by law (20 U. S. C. 1226), and although you are not required to respond, your cooperation is needed to make the results of this survey comprehensive, accurate, and timely. When published, no information provided in this questionnaire will identify you or any other individual.

Completed forms should be returned within five days in the enclosed postage-paid envelope to:

Community Education Study
Development Associates, Inc.
2924 Columbia Pike
Arlington, Virginia 22204

QUESTIONNAIRE FOR COMMUNITY EDUCATION PROJECTS RECEIVING 1976-1977 FEDERAL FUNDING

	ADP Code	Only C/Col.
		1-3
RESPONDING AGENCY/INSTITUTION: ____________________		4-7
TITLE OF RESPONDENT: ____________________		8-9
		001
LOCATION: ____________________ (city) (state)		10-12
DATE Completed: ____________________		13-16
1. What was your role in the federally supported Community Education project?		
☐ a. Project Director ☐ b. Other (Specify) ____________	1 = a. 2 = b.	17
2. Did your agency/institution have a Community Education program before U. S. Office of Community Education funding in 1976?		
☐ No ☐ Yes	1 = No 2 = Yes	18
3. Did your agency/institution seek U. S. Office ofCommunity Education funds for 1977-1978?		
☐ No ☐ Yes	1 = No 2 = Yes	19
If no, why not? ____________________ ____________________		20
4. To what extent are the Community Education activities funded by the Office of Community Education last year (1976-1977) operational for the 1977-1978 academic year? (Check the statement below which best describes this.)		
☐ Program and its services/activities have been discontinued	1	21
☐ Program exists but operates at reduced levels in terms of decreased number of schools served or decreased services/activities	2	
☐ Program operates in same manner and to the same degree as in 1976-1977	3	
☐ Program has expanded to include additional schools or more service/activities	4	
5. What are the sources and amounts of financial support for any services/activities which are being continued? (Check as many as apply.)		
☐ Not applicable -- none being continued	1 = NR 2 = R	22
☐ Your agency/institution (amount $ ____________)		23 24-29
☐ Other(s) (Specify sources and amounts)		30
1. ____________________ ____________________		31-32 33-38
2. ____________________ ____________________		39-40 41-46

ADP Only	
Code	C/Col.

6. Did the Community Education project result in any of the following? (Check all that apply.) 1-NR 2-R

☐ An increased number of local school districts with Community Education programs? (How many? ____________________) 47-49

☐ An increased number of trained Community Education Personnel? (About how many? ____________________) 50-53

☐ Extended use of school facilities 54

☐ Additional enrichment activities for out of school youth and adults 55

☐ Policy changes in your agency/institution which are relevant to and supportive of Community Education 56

☐ Increased cooperation/coordination among public service agencies. 57

7. What has been the most positive thing that has happened to your Community Education program as a result of the discontinuance of Office of Community Education funds?

58

59

60

8. What has been the overall impact of the discontinuation of Office of Community Education funding on the Community Education program in your agency/institution? Please circle your response.

Very negative impact	Negative impact	No impact	Positive impact	Very positive impact
1	2	3	4	5

61

ADP Code	Only C/Col.
1 = No 2 = Yes 3 = Don't know 9 = Not applicable	

9. During the 1976-1977 school year, did the U.S. Office of Community Education provide you with any technical information or assistance to help the program?

☐ No ☐ Yes ☐ Don't know 62

If yes, was the project visited?

☐ No

☐ Yes 63

☐ Don't know

If no, would you have wanted it?

☐ No

☐ Yes 64

☐ Don't know

10. What suggestions can you make to the Office of Community Education that would improve the effectiveness of Community Education programs?

____

____

____

____ 65-66

____

____

____ 67-68

____

____

____ 69-70

Thank you for your assistance

Should you have any questions, call us collect at (703) 979-0100 and ask for the Community Education Field Data Collection Coordinator.

Please return this completed questionnaire within five days in the postage-paid envelope to:

Community Education Study
Development Associates, Inc.
1924 Columbia Pike
Arlington, VA 22204

OMB Approval No.: 51S77040
Expires: July 1978

LEA PROJECT BUILDING

COORDINATOR INTERVIEW GUIDE

Grantee ______________________________
Title of Respondent ______________________________
Respondent Number ☐☐ Interview Number ☐
Length of Interview ____________ mins.
Date ______________________________

ADP ONLY
3 1-3
4-7
8-10
0 1 11-12
13-16

SAY TO THE RESPONDENT

I am talking to you as a part of a study of programs funded by the U. S. Office of Community Education. You have been selected as someone who has participated in activities supported in part through a grant to ________________ The information you provide will help the U. S. Office of Education plan for Community Education needs and will be used to prepare recommendations for Congress. This study is authorized by Law (20 U. S. C.: 1226), and although you are not required to respond, your cooperation is needed to make the results of this survey comprehensive, accurate, and timely. When published, the report will not identify you, or any other individual.

The purpose of this particular questionnaire is threefold: (1) to determine your role as the coordinator of the neighborhood centers/community schools of the Community Education program; (2) to get your view on the actual process of the program -- who is involved and how, services provided, etc.; and (3) to gather information on the impact of the program on the schools, community, and participants. Unless otherwise stated, please answer these questions according to what is happening at your own school(s)/center(s).

ADP ONLY
Code | C/Col.

Building Coordinator

INTERVIEW GUIDE

1. How long have you been a community school/center coordinator? ________________ months — 17-18

2. Is your position: a. ☐ Full-time (1) or ☐ Part-time? (2) — 19

How many hours per week? ____________ hrs. — 99 = N. A. — 20-21

What other positions do you hold? ____________ — 22

____

3. Were you employed by the grantee prior to the start of the Community Education project?

☐ No (1) ☐ Yes (2) — 23

4. Have you had academic courses in any of the following?

	No (1)	Yes (2)	C/Col.
a. Community Education	___	___	24
b. Community Organization	___	___	25
c. Social work	___	___	26
d. Adult Basic Education	___	___	27

5. Have you ever attended Community Education conferences, workshops, or received other forms of Community Education training?

a. ☐ Don't know (3) ☐ No (1) ☐ Yes (2) — 28

b. Was it in the last 2 years? ☐ No (1) ☐ Yes (2) — 29

If yes:

c. How many went from your agency? ______________ — 99 = N. A. — 30-31

d. Who sponsored it? ______________________________ — 32-37

____

e. How valuable was (were) the session(s)? — 9 = N. A. — 38

☐ of no value (1) ☐ of little value (2) ☐ of some value (3) ☐ quite valuable (4) ☐ critical to my efforts (5)

f. Can you cite any specific examples of your having done anything differently because of the training?

☐ No (1) ☐ Yes (2) — 9 = N. A. — 39

If yes, what? ______________________________ — 40-41

______________________________ — 42-43

______________________________ — 44-45

____

____

DEVELOPMENT ASSOCIATES, INC.

ADP Only
C/Col.
46-47

6. a. How many schools/centers do you work with? ____________________

b. Please complete the table below. In the boxes, indicate the number of classes, recreation/school/cultural programs, and direct health and social services programs offered at each facility (you work with) because of the federally funded Community Education program.

NAME OF CENTER/ FACILITY	(b-d) Types of Community Education Activities/Services				e. Is there a Community Education Council for the facility	
	Classes		Recreation/Social Cultural Programs	Direct Health/ Social Services Programs		
	academic (credit)	enrichment (non-credit)			Yes	No
ADP ONLY 48-49	50-51	52-53	54-55	56-57	58-59	60-61

	ADP ONLY	
	Code	C/Col.

7. Has the number of days available for Community Education activities/services each week increased in your schools/centers in the last two years because of the Community Education project?

a. ☐ Don't know (3) ☐ No (1) ☐ Yes (2) — 62

b. Due to the project, the number of days of availability increased in __________ (how many) schools — 99=N. A. 63-64

and in __________ (how many) centers by an average of ________ days a week. — 99=N. A. 65-66; 9=N. A. 67

8. Has the number of hours available for Community Education activities/services each weekday increased in your schools/centers in the last two years because of the Community Education project?

a. ☐ Don't know (3) ☐ No (1) ☐ Yes (2) — 68

b. Due to the project, the average number of hours of additional availability for Community Education activities/services increased for schools by __________ (how many) hrs./ — 69-70

day and for centers by __________ (how many) hrs./day. — 71-72

9. Is there one Community Education Council which covers the entire area you serve?

☐ No (1) ☐ Yes (2) — 73

How many councils do you work with? __________ — 74-75

10. In the area you work in, has the Community Education project helped to start any groups, clubs, or other organizations in the last two years?

a. ☐ Don't know (3) ☐ No (1) ☐ Yes (2) — 76

b. If yes, please complete the table on the following page.

Col. 11-12 = "02"

b.	c.	d. Types of Members (✓)					e. Purposes (✓)			
Name	Number of Members	K-12 Students	Agency Representatives	Senior Citizens	General Community	Other (Specify)	Recreational/ Social	Agency Coordination	Community improvement	Other (Specify)
ADP ONLY 13-14	15-17	18-25				26-27	28-35			

11. Because of the project, are there community agencies or institutions now involved in the provision of services/activities in your school/center(s) which were not involved prior to July 1976?

☐ No

☐ Yes

Please list these agencies.

1. ______________________ 4. ______________________

2. ______________________ 5. ______________________

3. ______________________ 6. ______________________

ADP ONLY	
Code	C/Col.
1=N 2=Y 9=N. A.	36
	37
	38
	39

ADP ONLY	
Code	C/Col.

12. Do you have a community resource file?

a. ☐ No (1) ☐ Yes (2)

b. Was it developed through the Community Education project?

☐ Don't know (4) ☐ No (1) ☐ Yes, in part (2) ☐ Yes, in totality (3)

	Code	C/Col.
12a	1=N 2=Y	40
12b	9=N. A.	41

13. Since July 1976, have additional resources been made available to the staff and students in the regular K-12 program of your school(s) as a result of the project?

a. ☐ Don't know ☐ No ☐ Yes

b. If yes, which of the following?

- ☐ Classroom instructional materials
- ☐ Community member volunteers
- ☐ Enrichment opportunities for students
- ☐ Increased discretionary funds for teachers and staff
- ☐ Additional facilities for use during school hours
- ☐ Other (specify) ______________________________

	Code	C/Col.
13a	1=N 2=Y 3=D. K.	42
Classroom instructional materials	1=NR 2=R	43
Community member volunteers		44
Enrichment opportunities for students		45
Increased discretionary funds for teachers and staff		46
Additional facilities for use during school hours		47
Other (specify)		48

14. On the average, what percent of your time during the regular school year is devoted to each of the following?

		C/Col.
a. Working with regular school staff	%	49-51
b. Supervising program activities	%	52-54
c. Program planning/scheduling	%	55-57
d. Recordkeeping/report writing	%	57-59
e. Locating and securing program resources/services	%	58-60
f. Attending community meetings	%	61-63
g. Other public relations activities	%	64-66
h. Other ______________________ (Specify)	%	67-69 70-72
Total percent of time spent on Community Education per week	%	73-75

OMB Approval No.: 51S77040
Expires: July 1978

IHE/SEA ASSOCIATES INTERVIEW GUIDE

SAY TO THE RESPONDENT

I am talking to you as a part of a study of programs funded by the U. S. Office of Community Education. You have been selected as someone who has been associated with the activities supported in part through a grant to ______________________________(Grantee). The information you provide will help the U. S. Office of Education plan for Community Education needs, will be used to prepare recommendations for Congress, and should be of value to professionals in the field of community education. This study is authorized by Law (20 U. S. C. :1226), and although you are not required to respond, your cooperation is needed to make the results of this survey comprehensive, accurate, and timely. When published, the report will not identify you, or any other individual.

More specifically, the questions asked will relate to your (a) knowledge of the Community Education Program and Federal project; (b) your perceptions of project processes and impact; and (c) your perceptions of future support for Community Education activities.

C/Col.

Grantee Type: IHE ☐ SEA ☐ 1-2 05

Respondent Type: ☐☐ 3-5 Respondent No. ☐☐ 6-9

Respondent Types:

03 = Project Staff
04 = Director's Immediate Supervisor
05 = Other Administrative Supervisors
06 = Other Grantee Faculty/Staff
07 = Advisory Council Chairperson
19 = Other ______________ (specify)

Respondent Title: ________________________________

Interviewer No. ☐ 10 01

Length of Interview: ______________ min. 11-12 Date ______________ (month, day) 13-16

Respondent's Knowledge Of:

Community Education Concepts ☐ 17
Project Goals and Objectives ☐ 18
Project Program Activities ☐ 19
Project Outcomes/Impacts ☐ 20

1 = Not knowledgeable
2 = Limited knowledge
3 = General knowledge
4 = Quite knowledgeable

ADP Code	Only C/Col.

I. PERCEPTION OF PROJECT PROCESSES

1. What does the respondent consider to be the major objective(s) of the Community Education project? (Check those given in the response to a non-directive question, and put a "1" next to the most important.)

a. ☐ No opinion/Does not know 21

b. ☐ Increasing the awareness of Community Education among people in local school districts 22

c. ☐ Increasing the Community Education related skills of people in local school districts 23

d. ☐ Increasing the awareness of Community Education among people in state agencies 24

e. ☐ Increasing the Community Education related skills of people in state agencies 25

f. ☐ Increasing the number of local Community Education projects in the state/region 26

g. ☐ Securing favorable state legislation 27

h. ☐ Improving state planning regarding Community Education 28

i. ☐ Increasing interagency coordination relevant to Community Education 29

j. ☐ Developing curriculum/material 30

k. ☐ Other(s) (specify)______________________________ 31-32

999 = non-staff 33-34

FOR PROJECT STAFF ONLY

2a. Approximately what percent of your time is devoted to the project? ______% a month. 35-37

b. What are your major project related activities? ____________________ 38

____ 39

____ 40

c. Of the various project activities the staff is engaged in, which do you think are the two or three most important, and why? (Please list in order of importance.)

Most Important Activities	Reasons	
	(1) (2)	41-43
	(1) (2)	44-46
	(1) (2)	47-49

FOR COUNCIL CHAIRPERSONS ONLY

	ADP Only	
	Code	C/Col.
3. Descriptive Information on Chairperson and Council Role	99 = non-council	50-51
a. How long (in months) have you served on the Council? ________ months.		
b. Are you employed by the grantee? ☐ No ☐ Yes	1 = N 2 = Y 9 = NA	52
c. Do you serve on other boards or councils of the Community Education project's grantee? ☐ No ☐ Yes	1 = N 2 = Y 9 = NA	53
d. How are members of the Advisory Council selected?		
☐ Elected/Appointed by Advisory Council itself	1	
☐ Selected/Appointed by the grantee	2	54
☐ Other (specify)________________________	3	
e. How often does the Council meet? ________________________	9=NA	55
f. Is there an Executive or Steering Committee? ☐ No ☐ Yes How many members ________________ How often does it meet? ________________	1=N 2=Y 9=NA	56 57-58
g. Does the Council have by-laws or other written rules or regulations? ☐ No ☐ Yes ☐ Doesn't know	1=N 2=Y 3=DK 9=NA	59 60
h. How involved has the Council been in each of the following? (Use check(✓) mark.)		

COMMUNITY EDUCATION PROCESSES	Not Involved	Slightly Involved	Moderately Involved	Very Involved		
	Council					
	1	2	3	4	9=NA	
1. Influencing Community Education legislation						61
2. Influencing grantee Community Education Policy						62
3. Developing/Planning Community Education Programs/Services						63
4. Approving Community Education Programs/Plans						64
5. Promoting interagency coordination/cooperation						65
6. Evaluating Community Education programs						66
7. Selecting Community Education staff, consultants, and/or trainers						67

ADP ONLY	
Code	C/Col.

4. From your perspective, how involved in project decision-making are the following:

	No opinion/ don't know (5)	Not involved (1)	Rarely involved (2)	Only involved in decisions that directly affect them (3)	Highly involved on most issues (4)	C/Col.
a. Project staff other than the director						68
b. University faculty/staff						69
c. SEA personnel (non-project)						70
d. Project Advisory Council						71
e. LEA staff						72
f. Other(s) (1)________ (specify)						73
(2)________						74

II. PERCEPTIONS OF PROJECT IMPACTS

5. Do you see any significant benefits from the project to the grantee?

a. ☐ (3) No opinion/don't know ☐ (1) No ☐ (2) Yes 75

b. If yes, what do you view as the two or three major benefits? (Please list in order of importance.) Col 11-12 = "02"

1. ____________________ 13-14
2. ____________________ 15-16
3. ____________________ 17-18

6. Do you see any significant negative effects on the grantee (SEA/IHE) from the project?

a. ☐ (3) No opinion ☐ (1) No ☐ (2) Yes 19

b. If yes, what do you view as the two or three major negative effects? (List in order of importance.)

(1) ____________________ 20

(2) ____________________ 21

(3) ____________________ 22

FOR SEA LEVEL RESPONDENTS ONLY

ADP ONLY
Code C/Col.

7. Did you participate in training provided by Texas A & M?

a. ☐ No (1) ☐ Yes (2) 9=N. A. 23

If yes,

b. How many days of training? ________ 99=N. A 24-25

c. Have you found the training to have been: 9=N. A. 26

☐ Of no value (1) ☐ Of little value (2) ☐ Of some value (3) ☐ Quite helpful (4) ☐ Critical to your efforts (5)

d. Can you cite any specific examples of having done anything different because of the training?

☐ No (1) ☐ Yes (2) 9=N. A. 27

If yes, what? (1) ________________ 28-29

(2) ________________ 30-31

(3) ________________ 32-33

8. Have you received Community Education training or assistance in the last two years from other Office of Community Education-funded IHE's?

a. ☐ Don't know (3) ☐ No (1) ☐ Yes (2) 9=N.A. 34

b. If yes, describe: ________________ 35-36

________________ 36-38

________________ 39-40

c. Have you found the training to have been: 9=N. A. 41

☐ Of no value (1) ☐ Of little value (2) ☐ Of some value (3) ☐ Quite helpful (4) ☐ Critical to your efforts (5)

d. Can you cite any specific examples of having done anything different because of the training?

☐ No (1) ☐ Yes, same as Question #7 (2) ☐ Yes, different than Question #7 (3) 9=N. A. 42

e. If different, what? (1) ________________ 43-44

(2) ________________ 45-46

(3) ________________ 47-48

TO BE COMPLETED BY RESPONDENT

9. Both POSITIVE and NEGATIVE changes may result from the implementation of a Community Education Program. Changes, if any, will be realized to a different extent in each project. Please indicate how much change, either for the better or the worse, has occurred during the past year which can be attributed to the Community Education project.

Circle the appropriate number:	Change for the Worse	NO Change	Some Change for the Better	Considerable Change for the Better	C/Col.
a. Attitudes of SEA staff towards Community Education	1	2	3	4	49
b. Attitudes of college/university faculty and staff towards Community Education	1	2	3	4	50
c. Attitudes of local school staff and community leaders towards Community Education	1	2	3	4	51
d. Cooperation between SEA and Agency on Aging	1	2	3	4	52
e. Cooperation between SEA and other state government agencies	1	2	3	4	53
f. Cooperation between SEA and non-government agencies/associations	1	2	3	4	54
g. Cooperation between colleges/universities and SEA's	1	2	3	4	55
h. Cooperation between colleges/universities and LEA's	1	2	3	4	56

10. What is your overall impression of the Community Education project?

Circle one.

very negative	negative	no opinion	positive	very positive	C/Col.
1	2	3	4	5	57

	ADP ONLY	
	Code	C/Col.
11. If federal funding were terminated next year, to what extent do you think the Community Education Program would continue to operate?		
☐ Program and its services/activities would discontinue	1	
☐ Program would exist but would operate at reduced levels in terms of decreased number of areas served or decreased services/activities.	2	
(With what source(s) of funds ______________________		
______________________)		58
☐ Program would operate in the same manner and to the same degree as it has operated	3	
(With what source(s) of funds ______________________	4	
______________________)		
☐ Program would expand to include a larger service area or more services/activities	5	
(With what source(s) of funds ______________________		
______________________)		
		59-60
12. What suggestions do you have for the Office of Community Education that would improve the effectiveness of Community Education Programs?		61-62
		63-64
______________________		
______________________		65-66
______________________		
______________________		
______________________		67-68
______________________		
______________________		69-70
______________________		
______________________		
Interviewer's Comments:		

OMB Approval No: 51S77040
Expires: July 1978

SCHOOL SUPERINTENDENT/SCHOOL BOARD MEMBER INTERVIEW GUIDE

ADP Only
C/Col.

School District: ______________________

Grantee (if different from above): ______________________ 1-3

Respondent Type: ☐ Superintendent ☐ School Board Member

or ☐ Other ______________________ (specify) 4-7

Respondent Number ☐☐ Interviewer Number ☐ 8-10

Place of Interview: ______________________ 01 11-12

Date of Interview: ______________________

Length of Interview: ______________________ minutes 13-16

Telephone Number: ______________________

INSTRUCTIONS TO RESPONDENT

I am talking to you as a part of a study of programs funded by the U. S. Office of Community Education. This interview is part of an assessment of the program operated by that office. Development Associates, Inc., is conducting this study for the Office of Planning, Budgeting, and Evaluation of the U. S. Office of Education. We are also contacting several other persons in your school district regarding the operations and impact of the Community Education project and thus we have attempted to limit the questions to as few as possible. The information you provide will help the U. S. Office of Education plan for Community Education needs, will be used to prepare recommendations for Congress, and will be available to help school district personnel improve future programs. This study is authorized by Law (20 U. S. C.: 1226), and although you are not required to respond, your cooperation is needed to make the results of this survey comprehensive, accurate, and timely. When published, the report will not identify you, or any other individual.

THANK YOU FOR YOUR ASSISTANCE.

ADP Only	
Code	C/Col.

COMMUNITY EDUCATION INTERVIEW GUIDE
FOR
SUPERINTENDENTS AND SCHOOL BOARD MEMBERS

How familiar are you with the Federally funded Community Education project?

☐	☐	☐	☐	Code	C/Col.
not familiar (1)	very limited familiarity (2)	moderately familiar (3)	quite familiar (4)		17

IF NOT FAMILIAR

(Ask:)

Is there someone else (on the school board/ in your administration) who would be in a better position to respond to this questionnaire?

☐ No (1)   ☐ Yes (2)   9=NA   18

If yes, please have him/her complete the questionnaire.

If no, please check here and return the questionnaire. ☐

FOR SUPERINTENDENTS ONLY

2. How closely have you supervised the Community Education Program in your district during the past year? (Please check the statement that best describes your actions.)

   ☐ Close supervision. Community Education was one of the programs I was most involved in. I attended most meetings and participated in all levels of decision-making. 1

   ☐ Moderate supervision. I provided general oversight of this project to about the same extent as I supervise other special programs in the district. I participated in many decisions, but delegated lesser decisions and activities to others. 2   19

   ☐ Indirect supervision. Community Education was not one of my major concerns last year. I delegated most decisions to appropriate personnel and participated only in overall matters of policy if they came up. 3

   ☐ Other (specify) ______________________________ 4

   ____

ADP Only
C/Col.

3. What are the major objectives of the Community Education Project in the district? (Please check all that apply and place a "1" beside the most important objective.)

- ☐ Don't recall 20
- ☐ Coordinating existing community services/programs 21
- ☐ Providing educational services/programs to out-of-school youth and/or adults 22
- ☐ Expanding the use of schools 23
- ☐ Providing for the integration of, and mutual reinforcement between the participating schools' regular instructional and optional programs 24
- ☐ Increasing community involvement in school and in other public decision-making processes 25
- ☐ Other (specify) ________________ 26

________________ 27

28

4. Has the School Board made any policies relating to the Community Education program? 29

☐ No
(1)
If no, have any policy changes ever been proposed?

- ☐ (1) No
- ☐ (2) Yes
- ☐ (3) Don't recall

☐ Yes
(2)
If yes, what have they done?

- ☐ (4) An official motion was passed endorsing the concept of Community Education (when passed? ________________) 30
- ☐ (5) The School Board approved the present project, but is not on record as endorsing Community Education generally.
- ☐ (6) Other (specify)
____
____
____

5. How involved were the following in developing the initial (1976) Community Education Federal project proposal?

	Don't know (5)	Not active (1)	Slightly active (2)	Moderately active (3)	Very active (4)	
a. School superintendent						31
b. School board						32

ADP Only
C/Col.

TO BE COMPLETED BY RESPONDENT

6. Both POSITIVE and NEGATIVE changes may result from the implementation of a Community Education Program. Changes, if any, will be realized to different extents in each community.

Please indicate how much change, either for the better or the worse, has occurred in your school district since July 1976 which can be attributed to the Community Education Project.

Circle the number which applies:

	Change for the worse	No Change	Some change for the better	Considerable change for the better	
a. Community support for schools	1	2	3	4	33
b. Attitudes of teachers and administrative staff toward community	1	2	3	4	34
c. Self-help activities undertaken by the community	1	2	3	4	35
d. Cooperation between schools and non-school governmental agencies	1	2	3	4	36
e. Cooperation of schools with private agencies	1	2	3	4	37
f. Services to the elderly generally available in the community	1	2	3	4	38
g. School vandalism	1	2	3	4	39
h. Participation of citizens in School decision-making	1	2	3	4	40
i. Participation of citizens in non-school community decision-making	1	2	3	4	41

7. What is your overall impression of the Community Education program?

Very Negative	Negative	No opinion	Positive	Very Positive	
1	2	3	4	5	42

8. What is the School Board's attitude towards the Community Education program?

Very Negative	Negative	Neutral	Positive	Very Positive	
1	2	3	4	5	43

ADP Only	
	C/Col.

9. If federal funding were terminated next year, to what extent do you think the Community Education program would continue to operate?

☐ Don't know — 5

☐ Program and its services/activities would discontinue — 1

☐ Program would exist but would operate at reduced levels in terms of decreased numbers of areas served or decreased services/activities (With what funds? ______________________ (specify)) — 2 — 44

☐ Program would operate in the same manner and to the same degree as it has operated (With what funds? ______________________ (specify)) — 3 — 45-46

☐ Program would expand to include a larger service area or more services/activities (With what funds? ______________________ (specify)) — 4 — 47-48

49-50

10. Have you ever attended any Community Education conferences, workshops, or training sessions?

a. ☐ No (1) ☐ Yes (2) — 51

If yes:

b. Was it in the past two years? ☐ No (1) ☐ Yes (2) — 9=NA — 52

If yes:

c. Who was/were the sponsor(s)? ______________________ — 53-54

______________________ — 55-56

______________________ — 57-58

d. How valuable was/were the sessions? — 9=NA — 59

☐ of no value (1) ☐ of little value (2) ☐ of some value (3) ☐ quite helpful (4) ☐ critical to my efforts (5)

e. Can you cite any specific examples of having done anything differently because of the training/assistance received? — 9=NA — 60

☐ No (1) ☐ Yes (2)

If yes, what? ______________________ — 61-62

______________________ — 63-64

______________________ — 65-66

______________________ — 67-68

ADP Only
C/Col.

11. What suggestions can you make to the U.S. Office of Community Education that would improve the effectiveness of Community Education programs?

____ 69-70

____ 71-72

____ 73-74

____

ADDITIONAL COMMENTS:

____

____

____

____

____

____

____

Thank you for your assistance.

OMB Approval No. 51S77040
Expires: July 1978

PRINCIPAL QUESTIONNAIRE

Grantee: ______________________________

Respondent: ☐ Principal ☐ Other ____________ (specify)

☐☐ Respondent Number ☐ Interviewer Number

Length of Interview ____________ minutes

Date of Interview ______________________

ADP Only
C/Col.
1-3
4-7
8-10
01 11-12
13-16

BACKGROUND OF PURPOSE

As you are probably aware, Congress passed The Community Schools Act designed to support Community Education in 1974. During the past year, you have been involved in the implementation of a program in your community, and Development Associates, Inc. of Washington, D.C. is conducting a study for the U.S. Office of Education with the objective of describing the projects, their impacts on participants, sponsoring agencies, and communities, and their costs. This study is authorized by Law (20 U.S.C. 1226), and although you are not required to respond, your cooperation is needed to make the results of this survey comprehensive, accurate, and timely. When published, the report will not identify you or any other individual.

In addition to contacting you as a building Principal, we are also contacting several other persons in your area regarding the operations and impact of the Community Education project. Because we will be gathering information from a variety of sources, we have attempted to limit the questions we ask you, and we estimate that they should require no more than 20 minutes. Numbers at the far right are for data processing purposes only and should be ignored.

Our final report should be of interest to you and your community as you continue your efforts. Results from the entire study will be available to you and others and should help community educators improve future programs.

Thank you for your assistance.

ADP ONLY	
Code	C/Col.

BACKGROUND INFORMATION

1. Name of school: ____________________ 17-18

2. Type of school: ☐ K - 6 (1) ☐ 7 - 12 (2) ☐ Other__________ (specify) (3) 19

3. Number of classroom teachers: ____________________ 20-21

4. Number of students enrolled in your regular school program? ____________________ 22-25

5. Is your building open more, less, or the same amount of time for community use as a result of the Community Education Project? 26

☐ (1) Less ☐ (2) Same ☐ (3) More

If more, how many more hours a week during the regular school year?

_____ hours/week. 99 = N. A. 27-28

6. How would you characterize your knowledge/familiarity with the Community Education Program? 29

☐ (1) Not familiar ☐ (2) Very limited familiarity ☐ (3) Moderately familiar ☐ (4) Quite familiar

7. Please indicate the extent of your involvement in preparing the application for the federal grant on the scale below. (Check one in each category.)

Categories of Involvement	Extent of Involvement				
	Not Involved (1)	Minimally Involved (2)	Moderately Involved (3)	Highly Involved (4)	
a. Helped design the goals/set priorities					30
b. Reviewed and critiqued proposal					31
c. Wrote a letter of support					32

ADP ONLY	
Code	C/Col.

8. Since July 1976, have additional resources been made available to the staff and students of your school as a result of the Community Education Project?

a. ☐ Don't know ☐ No ☐ Yes

1=No
2=Yes
3=D.K.
9=N.A.
33

b. If yes, which of the following:

☐ Classroom instructional materials 34
☐ Community member volunteers 35
☐ Enrichment opportunities for students 36
☐ Increased discretionary funds for teachers and staff 37
☐ Additional facilities for use during regular school hours 38
☐ Other(s) (specify) (1)____________________ 39
(2)____________________ 40
____

9. In the last 2 years, how has your staff's involvement changed with respect to the following?

a.

Categories of Staff Involvement	Decreased (1)	Not Changed (2)	Increased (3)	C/Col.
Seeking community residents to assist with the K-12 program				41
Participating in local community meetings (neighborhood councils, area associations, etc.)				42
Teaching classes in the afternoon/evening program to other than K-12 students (e.g., adults, senior citizens, etc.)				43
Participating in local community cultural, social recreational activities				44
Organizing or administering community needs assessments				45

b. Are any of the changes attributable to the Community Education Project?

☐ No ☐ Yes

1=No
2=Yes

Please circle the area of change and describe:

____________________ 46-47
____
____________________ 48-49
____
____________________ 50-51

ADP ONLY	
Code	C/Col.

10. a. To your knowledge, what types of cooperation/coordination/communication between your agency and other agencies existed before and after July 1976?

1=NR
2=R

TYPES OF COORDINATION	Before July 1976	After July 1976	C/Col.
(1) Participation on interagency council(s)	( )	( )	52-53
(2) Participation on joint committees	( )	( )	54-55
(3) Mutual referral of clients	( )	( )	56-57
(4) Shared facilities	( )	( )	58-59
(5) Shared equipment/materials	( )	( )	60-61
(6) Shared personnel/volunteers for projects	( )	( )	62-63
(7) Joint funding of projects	( )	( )	64-65
(8) Other(s) (1) ____________ (specify)	( )	( )	66-67
(2) ____________			68-69

b. Are any changes which have occurred attributable to Community Education?

☐ Don't know ☐ No ☐ Yes

1=No
2=Yes
3=DK
70

If yes, please circle the category(ies) above and describe change(s).

______________________________ 71-73

______________________________ 74-76

______________________________ 77-80

TO BE COMPLETED BY RESPONDENT

ADP ONLY

C/Col.

11. Both POSITIVE and NEGATIVE changes may result from the implementation of a Community Education Program. Changes, if any, will be realized to different extents in each community.

Please indicate how much change, either for the better or the worse has occurred in your school's service area during the past year which can be attributed to the Community Education Project.

CIRCLE THE APPROPRIATE NUMBER

	Change for the Worse	NO Change	Some Change for the Better	Considerable Change for the Better	Col. 11-12 = "02"
a. Community support for schools	1	2	3	4	13
b. Attitudes of teachers and administrative staff toward the community	1	2	3	4	14
c. Self-help activities undertaken by the community	1	2	3	4	15
d. Cooperation between schools and non-school governmental agencies	1	2	3	4	16
e. Cooperation between schools and private agencies	1	2	3	4	17
f. Services to the elderly generally available in the community	1	2	3	4	18
g. School vandalism	1	2	3	4	19
h. Participation of citizens in school decision-making	1	2	3	4	20
i. Participation of citizens in non-school community decision-making	1	2	3	4	21
j. Drug abuse by students and youth	1	2	3	4	22

12. Have there been any changes not previously mentioned in your school's regular (i.e., required K-12) program which can be attributed to the Community Education Project?

☐ Don't know ☐ No ☐ Yes

If yes, describe briefly major changes.

13. Have there been changes not previously mentioned in the optional school program (program other than K-12) which can be attributed to the Community Education Project?

☐ Don't know ☐ No ☐ Yes

If yes, describe briefly major changes.

14. What is your overall impression of the Community Education Program?

Very Negative	Negative	No Opinion	Positive	Very Positive
1	2	3	4	5

COMMENTS:

ADP ONLY	
Code	C/Col.
1=No 2=Yes 3=DK	23
	24
	25
	26
1=No 2=Yes 3=DK	27
	28-29
	30-31
	32-33
	34

A. TEACHER INTERVIEW

-Side 1-

OMB Approval No. 51577040'
Expires: July 1978

☐ (1) K-6 ☐ (2) 7-12

I. Descriptive Data

a.

		1	0	8						0	1				
Project		▨			Resp. Type		Resp. No.		Inter No.	▨		Date: month, day			

b. Length of Interview: ______________ min.

c. Location:

☐ School ☐ Center ☐ Other

d. School: ______________________________

1. Did you teach in this particular school last year?

☐ (1) Yes ☐ (2) No IF NO, DISCONTINUE

2. How aware are you of the Community Education Project?

Not Aware ☐ (1) Very Limited Awareness ☐ (2) Limited Awareness ☐ (3) Very Aware ☐ (4)

IF NOT AWARE, DISCONTINUE INTERVIEW

3. Have you been directly involved in the Community Education Project?

☐ (1) Yes ☐ (2) No

If Yes, how? (1 - NR; 2 - R)

☐ Teacher

☐ Participant

☐ Other: ______________________________
(specify)

4. Since July 1976, what additional resources were available to your students?

a. ☐ (1) Doesn't Know ☐ (2) None ☐ (3) Answer Given:

b. ☐ Classroom learning materials

☐ Community member volunteers

☐ Enrichment opportunities

5. How frequently have you requested any type of help from the Community Education staff?

Never ☐ (1) Hardly Ever ☐ (2) Sometimes ☐ (3) Often ☐ (4)

If requested, how often have you received assistance?

Never ☐ (1) Hardly Ever ☐ (2) Sometimes ☐ (3) Often ☐ (4)

Not Applicable ☐ (9)

6. Overall, what has been the Community Education Project's effects on student attitudes about school?

Negative ☐ (1) Positive ☐ (2) No Opinion ☐ (3)

ADP Only	
Item	C/Col.
Ia.	1-16
b-c	No ADP
d	17-18
1.	19
2.	20
3.	21
	22-24
4a.	25
4b.	26-28
5.	29-30
6.	31

-Side 2-

TO BE HANDED TO RESPONDENT FOR COMPLETION

ADP Only
C/Col.

7. Rate the COMMUNITY SUPPORT for the school that existed before implementation of the Community Education project in July 1976, and now.

	Outstanding (1)	Good (2)	Fair (3)	Poor (4)	ADP Only C/Col.
Prior to July 1976					32
Currently					33

8. What was the degree of COMMUNITY INVOLVEMENT in the school before the implementation of the Community Education project in July 1976 and what is it now?

	Very Active (1)	Some (2)	Very Little (3)	None - (4)	ADP Only C/Col.
Prior to C. E. Program					34
Currently					35

9. What is your overall attitude towards the Community Education Program?

☐ (1) Very Unfavorable ☐ (2) Unfavorable ☐ (3) Neutral ☐ (4) Favorable ☐ (5) Very Favorable 36

PARTICIPANT INTERVIEW -Side 1-

OMB Approval No: 51S77040
Expires: July 1978

DESCRIPTIVE DATA

a.

	3					0/1	
Project No.		Form No.	Resp. Type	Resp. No.	Inter. No.		Date: month/day

b. School/Center: ______

. Fee Paying activity ☐ (1) Yes ☐ (2) No

d. Time Lived in District:

☐ (1) Less than 1 year ☐ (2) 1-2 years ☐ (3) More than 2 years

e. (Sex): ☐ (1) M ☐ (2) F

. (Approximate Age): ☐ (1-4) ☐ (1=NR; 2=R) Uncertain

ACTIVITIES check (at right) major category (✓)	Program Role Comm.Mem	Volunteer	Instructor	Participant	Other	Category of Participation Enrollee	Group	User	Social	Other
1. (Totals)										

2. What is your major reason for involvement in Community Education? (check only one)

(1) ☐ Recreation (3) ☐ Skill Development
(2) ☐ Social Interaction (4) ☐ Community Betterml.

3. How frequently did you participate in Community Ed

(1) ☐ More than once wkly (2) ☐ Weekly (3) ☐ 2/Monthly
(4) ☐ Sporadic (5) ☐ Very Rarely (6) ☐ This is first time

4. How satisfied are you with the activities and services available through the project?

(1) ☐ Very Unsatisfied (2) ☐ Unsatisfied (3) Neutral
(4) ☐ Satisfied (5) ☐ Very Satisfied ☐

5. Can you think of specific examples of project impact on:

	No (1)	Yes (2)
a. You	☐	☐
b. School System	☐	☐
c. Community/Other	☐	☐

6. Interviewer's rating of impact?

	None (1)	Some (2)	Great (3)
a. Respondent			
b. School System			
c. Community			

ADP Only

Item	C/Col.
1a	1-16
b	17-18
c	19
d	20
e	21
f	22-23
1	24-34
2	35
3	36
4	37
5	38
	39
	40
6	41
	42
	43

Side -2-

TO BE HANDED TO RESPONDENT FOR COMPLETION

7. How do you feel about each of these statements: (Check the suitable box.)

	Disagree (1)	Agree (2)	Undecided (3)	ADP Only
a. I feel more comfortable going to school activities now than I did 1 or 2 years ago.				44
b. I take more advantage of activities offered by the schools now than I did 1 or 2 years ago.				45
c. I feel I have more influence over the kinds of programs offered to members of my community now than I did 1 or 2 years ago.				46
d. Communication is better between the schools and community now than it was 1 or 2 years ago.				47
e. The types of programs and activities available through the schools help people in the community more than they did 1 or 2 years ago.				48

Interviewer Comments:

C. ADVISORY COUNCIL CHAIRPERSON SUPPLEMENT

Project Number		Respondent Number	Interviewer Number		Date: Month	Day
	3 1 0 0 7			0 1		

	ADP ONLY	
	Code	C/Col.
1. When was the Council formed? ________________ month/year		
☐ Before January '76	1	
☐ January - June '76	2	
☐ July - December '76	3	49
☐ January - June '77	4	
☐ After June '77	5	
☐ Don't recall	6	
2. How long (in months) have you served on the Council? ________ months		50-51
3. How did you become a member of the Advisory Council?		
☐ I applied. To whom? ________________	1	
☐ I was elected. By whom? ________________	2	
☐ I was appointed. By whom? ________________	3	52
☐ Other, Explain: ________________	4	
☐ Not sure/Don't know	5	
4. Do you now serve on boards or councils of other school or community groups? Did you before you became a member of the Community Education Council? (Check all that apply.)		53
☐ No ☐ Yes	1=No 2=Yes	54
If yes,	9=NA	

	Now	Before	C/Col.
a. School related groups	☐	☐	55-56
b. Neighborhood groups	☐	☐	57-58
c. Community-wide groups	☐	☐	59-60
d. Regional, state, or national groups	☐	☐	61-62

	ADP ONLY	
	Code	C/Col
5 From your perspective, what are the major objectives of the Community Education project in your district?		
(Check all that apply and place a "1" beside the most important.)		
☐ Coordinating existing community services programs		63
☐ Providing educational services/programs to out-of-school youth and/or adults		64
☐ Extending the use of the school facilities		65
☐ Providing for the integration of, and mutual reinforcement between, the participating schools' regular instructional and option programs		66
☐ Increasing community involvement in school and other public decision-making processes		67
☐ Other (specify): ______________________________		68
☐ Don't know		69
6. How large an area does your Advisory Council serve?		70
☐ More than 1 school district	1	
☐ 1 entire school district	2	
☐ Less than 1 school district (How many schools? ____________)	3	71
☐ 1 neighborhood school	4	
☐ Other (What? ______________________________)	5	
7. How many people are on the Council? ____________		72-73 74-75
a. Is there an Executive or Steering Committee		
☐ No ☐ Yes	1=N 2=Y	76
b. How many people? ____________.	99=NA	77-78
8. Does the Council have by-laws or other written rules or regulations?	1=N	
☐ No ☐ Yes ☐ Don't know/Not sure	2=Y 3=DK	79
9. How often does the Council meet? ____________.		80

ADP ONLY	
Code	C/Col.
Col 11-12="02"	

10. How involved has the Council been in each of the following processes?

Community Education Processes	Not Involved (1)	Slightly Involved (2)	Moderately Involved (3)	Very Involved (4)	
a. Assessing community needs					13
b. Preparing proposals for program funds					14
c. Developing/planning educational programs					15
d. Developing/planning other community programs					16
e. Implementing programs					17
f. Evaluating or assessing programs					18

11. What have been the major activities/accomplishments of the Advisory Council?

19

20

21

TO BE COMPLETED BY RESPONDENT

INTERVIEWER'S COMMENTS:

TO BE COMPLETED BY RESPONDENT

12. Both POSITIVE and NEGATIVE change may result from the implementation of a Community Education Program. Changes, if any, will be realized to different extents in each community.

Please indicate how much change, either for the better or the worse, has occurred in your school district since July 1976 which can be attributed to the Community Education Project.

	Circle the appropriate number:	Change for the Worse	No Change	Some Change for the Better	Considerable Change for the Better	ADP Only C/Col.
a.	Community support for schools	1	2	3	4	22
b.	Attitudes of teachers and administrative staff toward community	1	2	3	4	23
c.	Self-help activities undertaken by the community	1	2	3	4	24
d.	Cooperation between schools and non-school governmental agencies	1	2	3	4	25
e.	Cooperation of schools with private agencies	1	2	3	4	26
f.	Services to the elderly generally available in the community	1	2	3	4	27
g.	School vandalism	1	2	3	4	28
h.	Participation of citizens in school decision-making	1	2	3	4	29
i.	Participation of citizens in non-school community decision-making	1	2	3	4	30
j.	Drug abuse by students and youth	1	2	3	4	31

CMB Approval No. 51S77040
Expires: July 1978

ADP ONLY
C/Col.

IHE/SEA CLIENT TELEPHONE SURVEY FORM

Project No.: ☐☐ **Type Project:** ☐ (1) IHE ☐ (2) SEA

Respondent Title: ______________________________

Agency: ______________________________

Respondent Number ☐☐ **Interviewer Number** ☐

Date: ______________________________

Interview Time Length: ____________ minutes

Telephone Number: ______________________________

1-3
11
4-5
6-7
8-10
01
11-12
13-16

TO BE READ TO THE INTERVIEWEE

INSTRUCTIONS

I am calling you as a part of a study of programs funded by the U. S. Office of Community Education. Your name was provided to us by ______________ (Grantee) as someone who participated in training or technical assistance they offered during the past year and a half as part of their Federally-supported Community Education Program. The information you provide will help the U. S. Office of Education plan for community education needs and will be used to prepare recommendations for Congress. This study is authorized by law (20 U. S. C.: 1226.), and although you are not required to respond, your cooperation is needed to make the results of this survey comprehensive, accurate, and timely. When published, the report will not identify you or any other individual.

ADP ONLY	
Code	C/Col.

1. Are we correct that you did participate in workshops, training sessions, conferences, or received assistance from ______________________________?
(Grantee)

☐ No ☐ Yes ☐ Don't know/not sure — 1=No 2=Yes 3=DK — 17

> Note: If not sure, probe to determine if respondent relates to individual names, etc.
>
> If still not certain or the answer is no, check here, and terminate the interview. ☐
>
> If yes, check here and proceed. ☐

2. Approximately how many days of Community Education training/assistance have you received since July 1, 1976? ________ days — 18-19

3. How would you divide the number of days among the following categories?

   a. Individualized/small group sessions only for people from your agency/community? ________ days — 20-21

   b. Workshops/seminars with people from 2 to 5 other agencies? ________ days — 22-23

   c. Large conferences with 6 or more agencies? ________ days — 24-25

4. Roughly, how would you divide the training or technical assistance between what might be called:

   a. Increasing your Community Education awareness or understanding? ____% — 26-28

   b. Building Community Education skills? ____% — 29-31

   c. Other miscellaneous activities? ____% — 32-34

   100%

5. During these sessions/conferences were the following areas covered to any significant extent?

Types of Training	No	Yes	Code	C/Col.
			1=No 2=Yes	
a. Community Education Project planning	☐	☐		35
b. Needs assessment techniques	☐	☐		36
c. Applying for Federal Community Education Project funds	☐	☐		37
d. Other Community Education Project funding	☐	☐		38
e. Citizen or community involvement in Community Education	☐	☐		39
f. Coordination of interagency resources	☐	☐		40
g. Development and/or acquisition of Community Education materials	☐	☐		41
h. Community Education Program evaluation techniques	☐	☐		42
i. Other(s)(Please specify): (1) ____________	☐	☐		43
(2) ____________	☐	☐		44

	ADP ONLY	
	Code	C/Col.
6. To what extent were you involved in designing the training you received? ☐ (1) Not involved ☐ (2) Slightly involved ☐ (3) Moderately involved ☐ (4) Greatly Involved		45
7. When you were receiving Community Education training, what was your official title/position? (Check only one)		
☐ LEA Community Education Project staff	1	
☐ School board member	2	
☐ School superintendent	3	46
☐ Other LEA staff	4	
☐ SEA Community Education Project staff	5	
☐ Other SEA staff	6	
☐ Other (specify:____________________)	7	
8. Are you currently involved in a Community Education Project? ☐ No ☐ Yes ________________ What is your role? ________________		47
9. Overall, have you found the training/assistance you received from ______________ (Grantee) to have been: ☐ (1) Of no value ☐ (2) Of little value ☐ (3) Of some value ☐ (4) Quite helpful ☐ (5) Critical to your efforts		48
10. Can you cite any specific examples of your having done anything different because of the training/assistance? a. ☐ No ☐ Yes	1=Yes 2=No	49
b. What? 1. ____________________		50-51
2. ____________________		52-53
3. ____________________		54-55

ADP ONLY	
Code	C/Col.

11. Have other people in your community/agency received training or assistance from ______________________?
(Grantee)

Code	C/Col.
1=Yes 2=No	56

a. ☐ No

☐ Yes

b. If yes, about how many? ____________

Code	C/Col.
99=NA	57-58

c. **Interviewer:** Ask: What sorts of people?

Record: Were they of equal or superior administrative/policy-making position to the respondent?

☐ No ☐ Yes

Code	C/Col.
1=Yes 2=No 9=NA	59

12. Can you cite any specific examples of changes in your agency/program because of either the training/assistance you or the other people from your community/agency received?

a. ☐ No

☐ Yes

b. What? 1. ______________________________

______________________________ ___ 60

2. ______________________________

______________________________ ___ 61

3. ______________________________

______________________________ ___ 62

4. ______________________________

______________________________ ___ 63

Interviewer: Check whether the examples relate to:

(1=No)

☐ 2. Administration Procedures	☐ 6. Facilities - extended use
☐ 3. Decision-making Procedures	☐ 7. Facility - sharing
☐ 4. Goals and Objectives	☐ 8. Service Delivery
☐ 5. Staff Development	☐ 9. Other Types of Examples not cited above

13. In the past year, have you perceived an increase in the efforts made by ______________ (Grantee) to work with your agency in Community Education activities?

☐ (1) No ☐ (2) Some ☐ (3) A great deal

Code	C/Col.
	64

				ADP ONLY	
				Code	C/Col.

14. Did ____________________ make any of the following available to your agency
(grantee)
during the past year?

	No (1)	Yes (2)	Don't know (3)	Code	C/Col.
a. Training/orientation films or materials	☐	☐	☐		65
b. Funds for planning/operating Community Education Programs	☐	☐	☐		66
c. Help in getting funds for Community Education	☐	☐	☐		67
d. Special consultants	☐	☐	☐		68

15. **For SEA Staff Only**

Did you participate in Community Education training provided by Texas A&M University? — 9=N.A. — 69

a. ☐ (1) No ☐ (2) Yes

If yes,

b. How many days of training? __________ days. — 99=N.A. — 70-71

c. Overall, have you found that training to have been: — 9=N.A. — 72

☐ (1) Of no value ☐ (2) Of little value ☐ (3) Of some value ☐ (4) Quite helpful ☐ (5) Critical to your efforts

d. Can you cite any specific examples of having done anything different because of the training? — 73

☐ (1) No ☐ (2) Yes

If yes, what?

1. ______________________________ — 74-75
2. ______________________________ — 76-77
3. ______________________________ — 78-79

INTERVIEWER COMMENTS:

____

____

____

____

____

OMB Approval No.: 51S77040
Expires: July 1978

SEA/LEA RELATED AGENCY QUESTIONNAIRE

INSTRUCTIONS

This questionnaire is a part of a study of programs funded by the U. S. Office of Community Education. The information you provide will help the U. S. Office of Education plan for Community Education needs and will be used to prepare recommendations for Congress. The results of the entire study will be available to you and others and should help Community Education improve future programs.

This questionnaire deals with the conditions of the Community Education Project administered by ________________________________ before and during the 1976-1978 funding period. Its purpose is three-fold:

(1) to inquire about the role that related agencies play in the Community Education Project;

(2) to determine the perceptions and level of knowledge these agencies have of Community Education and of the Federal grant; and

(3) to assess the effect of the programs on the agency and the community.

This study is authorized by Law (20 U. S. C.: 1226), and although you are not required to respond, your cooperation is needed to make the results of this survey comprehensive, accurate and timely. When published, the report will not identify you, or any other individual.

Because we will be securing information from a variety of sources, we have attempted to limit the questions asked to as few as possible. It should require no more than 20 minutes to complete. Data processing numbers at the far right of each page should be ignored. Please enter the following information:

Thank you for your assistance.

	ADP Only	
	Code	C/Col.
Grantee No. ☐☐ Type: ☐ (2) SEA ☐ (3) LEA		1-3
Title of Respondent: ________________		4-5
Agency Name: ________________		6-7
Respondent No. ☐☐ Interviewer No. ☐		8-10
		01 11-12
Date: ________________		13-16
Length of Interview: ____________ min.		
Telephone Number: ________________		
Type of Agency: ☐ Health	1	
☐ Parks and Recreation	2	
☐ Aging	3	17
☐ Human Resources	4	
☐ Community Colleges	5	
☐ Other (specify): ________________	9	

1. How familiar are you with the Community Education Program?

Not Familiar	Very Limited Familiarity	Familiar With Some But Not All Aspects	Quite Familiar
☐ (1)	☐ (2)	☐ (3)	☐ (4)

If not familiar with the Community Education Program, is there someone in your organization who would be in a better position to respond to this questionnaire?

☐ No ☐ Yes

If Yes, please have him/her complete the questionnaire.

If Not, please check here and return the questionnaire. ☐

2. Are you aware of the federal grants in Community Education which were made to the ____________________ (Grantee) in July 1976 and again in July 1977?

a. ☐ No ☐ Yes

b. Was your agency involved in any way in the preparation of the grant proposal

this year? ☐ No ☐ Yes
last year? ☐ No ☐ Yes

c. If Yes, how (most recent program). Check all that apply:

☐ Helped draft proposal
☐ Reviewed application
☐ Wrote letter of support

3. Is your agency/department represented on any Community Education Advisory boards or interagency coordinating councils?

a. ☐ No (1) ☐ Yes, (☐ (2) Board, ☐ (3) Council, ☐ (4) Both)

b. Is your participation attributable to the federal project which began in July 1976?

☐ No
☐ Yes

c. If No, was your agency invited to participate?

☐ No
☐ Yes
☐ Don't Know

ADP Only	
Code	C/Col.
	18
1=No 2=Yes	19
1=No 2=Yes	20
9=N.A.	21
9=N.A.	22
1=NR	23
2=R	24
	25
	26
1=No 2=Yes 3=D.K. 9=N.A.	27
	28

ADP Only
C/Col.

4. How involved has your agency been in the following aspects of the Community Education Program?

Types of Participation	Extent of Involvement				ADP Only C/Col.
	Not Involved (1)	Slightly Involved (2)	Moderately Involved (3)	Very Involved (4)	
a. Conducting needs assessment					29
b. Conducting resource assessment					30
c. Program development					31
d. Service delivery					32
e. Training of staff/volunteers					33
f. Evaluation					34
g. Other (specify)					35

5. a. Generally, what was the relationship between your agency and the grantee prior to July 1976?

☐ (1) Virtually no cooperation
☐ (2) Little coordination/cooperation
☐ (3) Some coordination/cooperation
☐ (4) Extensive coordination/cooperation

36

b. How, if at all, has this changed in the past two years? Is there:

☐ (1) Less coordination/cooperation
☐ (2) No change
☐ (3) Slightly more coordination/cooperation
☐ (4) Considerably more coordination/cooperation

37

c. If there was a change, to what extent do you think it may be attributed to the Community Education project?

☐ (1) Not at all
☐ (2) To a slight extent
☐ (3) To a considerable extent
☐ (4) Almost entirely
☐ (5) Entirely

38

	ADP Only	
	Code	C/Col.
6. Does your agency have a written cooperative agreement with the ______________ (Grantee)	1=No 2=Yes	39
a. ☐ No ☐ Yes		
b. When was the agreement made? ☐ (1) Before July 1976 ☐ (2) After July 1976	9=N.A.	40
7. Have you or staff from your agency ever attended Community Education conferences, workshops, or received other forms of Community Education training?		
a. ☐ No ☐ Yes ☐ Don't Know	1=No 2=Yes 3=D.K.	41
b. Was it in the last 2 years? ☐ No ☐ Yes		42
If yes,		
c. How many went from your agency? ______________	99=N.A.	43-44
d. Who sponsored it? ______________		45-46
______________		47-48
e. How valuable was/were the session(s)?		49-50
☐ (1) Of no value ☐ (2) Of little value ☐ (3) Of some value ☐ (4) Quite valuable ☐ (5) Critical to our efforts	9=N.A.	51
f. Can you cite any specific examples of you or your agency having done anything differently because of the training? ☐ No ☐ Yes	1=No 2=Yes 9=N.A.	52
If yes, what? ______________		
______________		53-54
______________		55-56
______________		57-58

8. During the past year, has your agency been involved in presenting workshops, classes, or other activities in cooperation with the grantee?

☐ No

☐ Yes

b. How many activities? ____________

c. What were these activities?

(1) ☐ Classes

(2) ☐ Workshops

(3) ☐ Social Activities

(4) ☐ Delivery of Services (social, health, etc.)

(5) ☐ Other ____________ (specify)

____

d. What was your agency's role?

(1) ☐ Providing staff, speakers, resource persons

(2) ☐ Providing materials

(3) ☐ Providing facilities

(4) ☐ Providing money

(5) ☐ Other ____________ (specify)

e. In general, when did these cooperative activities begin?

☐ Before 1975

☐ 1975-76 School Term

☐ 1976-77 School Term

☐ This Fall

f. Has your agency been invited to participate?

☐ Don't know, ☐ No, ☐ Yes

Why did you decide not to participate?

☐ Lack of interest

☐ Lack of funds/resources

☐ Time/schedule problems

☐ Agency policy/rule

☐ Other ____________ (specify)

____

ADP Only	
Code	C/Col.
1=No	59
2=Yes	60-61
1=NR 2=R	
	62
	63
	64
	65
	66
	67
	68
	69
	70
	71
1	
2	
3	72
4	
1=No 2=Yes 3=DK 9=NA	73
1=NR 2=R	74
	75
	76
	77
	78

9. Does your agency use school facilities to provide program/services or to hold meetings?

a. ☐ No

d. If no, has/have the school district(s) offered facilities for your programs/meetings during the past year?

☐ No, (1) ☐ Yes, (2) ☐ Don't know (3)

☐ Yes

b. Are you usually charged a fee?

☐ No ☐ Yes

c. In general, when did your agency first begin using school facilities for your programs?

☐ Before 1975
☐ 1975-76 School Term
☐ 1976-77 School Term
☐ This Fall

10. Does/Do the school district(s) use your agency's facilities to provide services or hold meetings?

a. ☐ Not applicable, have no useable facilities.

☐ No ☐ Yes

If yes,

b. What facilities do they use?

(1) ☐ Meeting rooms
(2) ☐ Library (Libraries)
(3) ☐ Swimming pools/gymnasiums
(4) ☐ Other ____________________ (specify)

c. Do you usually charge the schools a rental fee?

☐ (1) No ☐ (2) Yes

d. In general, when did they first begin using your agency's facilities?

☐ Before 1975
☐ 1975-76 School Term
☐ 1976-77 School Term
☐ This Fall

ADP Only	
Code	C/Col.
1=No 2=Yes	79
	80
Col. 11-12-"02"	
9=NA	13
1	
2	
3	14
4	
1=No 2=Yes 9=NA	15
	16
	17
	18
	19
	20
1	
2	
3	21
4	

11. a. To your knowledge, what types of cooperation/coordination/communication between your agency and other agencies existed before and after July 1976? (Check as many as appropriate in each column.)

Method of Coordination	Before July '76	After July '76	ADP Only Code	 C/Col.
			1=NR 2=R	
1. Participation on interagency council(s)	( )	( )		22-23
2. Participation on joint committees	( )	( )		24-25
3. Mutual referral of clients	( )	( )		26-27
4. Shared facilities	( )	( )		28-29
5. Shared equipment/materials	( )	( )		30-31
6. Shared personnel/volunteers for projects	( )	( )		32-33
7. Joint funding of projects	( )	( )		34-35
8. Other(s) 1) ____________ (specify)	( )	( )		36-37
2) ____________	( )	( )		38-39

b. Are any of the above changes which have occurred attributable to the Community Education project? (1=No 2=Yes 3=DK — 40)

☐ Don't know ☐ No ☐ Yes

Describe major changes: ____________________ (41-43, 44-46, 47-49)

	ADP Only	
	Code	C/Col.
12. Has the Community Education Project helped your agency during the past year?		
a. ☐ Don't know ☐ No ☐ Yes	1=No 2=Yes 3=DK	50
b. If yes, how has it helped your agency? (Check as many as appropriate.)	1=NR 2=R	
1. ☐ Assisted in program/service planning		51
2. ☐ Facilitated interaction with other agencies		52
3. ☐ Increased public awareness of agency services		53
4. ☐ Provided facilities for agency functions		54
5. ☐ Provided resource materials		55
6. ☐ Provided personnel		56
7. ☐ Referred clients to your agency		57
8. ☐ Other type(s) of help (1)__________ (specify) __________ __________		58
(2)__________ __________ __________		59
13. As a result of your agency's involvement with the Community Education Project, has the quality of your agency's services:		
☐ Declined	1	
☐ Not changed	2	60
☐ Improved	3	
14. In general, how successful do you think the Community Education staff has been in building a network of cooperating agencies to support and implement Community Education during the past year?		
Not at all ☐ (1) Slightly successful ☐ (2) Somewhat successful ☐ (3) Very successful ☐ (4) Not applicable; there already was a strong network ☐ (9)		61

TO BE COMPLETED BY RESPONDENT

Both POSITIVE and NEGATIVE changes may result from the implementation of a community education program. Changes, if any, will be realized to different extents in each community.

Please indicate how much change, either for the better or the worse, has occurred in your jurisdiction during the past year which can be attributed to the community education project.

15. Since July 1976, how have the following changed?

Complete the section which corresponds to your type of agency.

STATE AGENCY ONLY

CIRCLE the appropriate number.

	Change for the Worse	NO Change	Some Change for the Better	Considerable Change for the Better	ADP Only C/Col.
a. Attitudes of your agency's staff towards Community Education	1	2	3	4	62
b. Attitudes of other agencies toward Community Education	1	2	3	4	63
c. Cooperation between your agency and the SEA	1	2	3	4	64
d. Cooperation between your agency and other governmental agencies	1	2	3	4	65
e. Cooperation between your agency and non-governmental agencies/associations	1	2	3	4	66
f. Cooperation between your agency and colleges/universities	1	2	3	4	67
g. Cooperation between your agency and local school districts	1	2	3	4	68
					Skip 69-73

TO BE COMPLETED BY RESPONDENT

(15. con't.)

LOCAL AGENCY ONLY

CIRCLE the appropriate number.	Change for the Worse	NO Change	Some Change-for the Better	Considerable Change for the Better	ADP Only C/Col.
a. Attitudes of your agency's staff towards Community Education	1	2	3	4	62
b. Attitudes of other agencies toward Community Education	1	2	3	4	63
c. Cooperation between your agency and the local school districts	1	2	3	4	64
d. Cooperation between your agency and other governmental agencies	1	2	3	4	65
e. Cooperation between your agency and non-governmental agencies/associations	1	2	3	4	66
f. Cooperation between your agency and colleges/universities	1	2	3	4	67
					Skip 68
g. Community support for schools	1	2	3	4	69
h. Self-help activities undertaken by the community	1	2	3	4	70
i. Services to the elderly generally available in the community	1	2	3	4	71
j. Participation of citizens in school decision-making	1	2	3	4	72
k. Participation of citizens in non-school community decision-making	1	2	3	4	73

ADP Only
C/Col.
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16. What is your overall impression of the Community Education Project?

Very Negative	Negative	No opinion	Positive	Very Positive
1	2	3	4	5

ADDITIONAL COMMENTS:

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